

2013

**The
Performing
Arts
Conservatory**



Indianapolis, Indiana

Submitted to Claire Fiddian-Green, Executive Director
Indiana Charter School Board
April 9, 2012

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PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:	<u>The Performing Arts Conservatory</u>
Proposed charter school location: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.	<u>Indianapolis, IN</u>
School district(s) of proposed location:	<u>Indianapolis Public Schools</u>
Legal name of group applying for charter:	<u>Christian Musical Skill Center dba The Performing Arts Conservatory</u>
Names, roles, and current employment for all persons on applicant team:	<u>Robert Townsend, Board Chairman, Employment: Indiana Wesleyan University</u> <u>Kevonna Hunter, Board Secretary Employment: Marion County Prosecutors Office</u> <u>Bridget Townsend, Executive Director, Employment: Right Management</u>
Designated applicant representative:	<u>Robert T. Townsend</u>
Address:	<u>5868 E. 71st Street - Suite E #159</u> <u>Indianapolis, IN 46220</u>
Office and cell phone numbers:	<u>317.650.4318</u>
Email address:	<u>cmisc.pac@gmail.com</u>
Planned opening year for the school:	<u>2013</u>
Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.)	<u>Performing Arts</u>

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	6-8	210
Year 2	6-9	285
Year 3	6-10	360
Year 4	6-11	435
Year 5	6-12	510
At Capacity	6-12	510

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s): N/A

Planned submission date(s): N/A

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): Indianapolis Mayor's Office

Submission date(s): 07/09/2011

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

*The Executive Summary should provide a concise overview of the school's mission and proposed model or design; the applicant's capacity to carry out the implementation plan successfully; the targeted community; and the applicant's community engagement to date. In **five (5) pages or less**, provide an Executive Summary that includes the following elements:*

Vision:

The purpose of The Performing Arts Conservatory is to provide an environment that will not only cater to a student's academic requirements but also understands the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The Performing Arts Conservatory will educate its students using the holistic approach of teaching.

Mission:

We will accomplish our purpose to educate youth through a curriculum committed to excellence in performing arts and academics, training them to be future leaders throughout the world. The Performing Arts Conservatory will involve parents, industry subject matter experts in academics and performing arts, support staff, and other volunteers to ensure that students have the appropriate support systems in place to be successful.

Our target community is Marion County, specifically Indianapolis Public Schools district. Our target student population includes families with secondary students (grades 6 – 12) who are interested in an inquiry based curriculum with a focus on the performing arts. We are committed to reaching students that would not have access to this type of school or learning process.

Educational Need and Target Population.

Across the United States there are many performing arts schools. In Indiana, there are only fifteen schools that offer some *form* of a performing arts program to students. However, there is only one (hybrid) performing arts magnet in Indianapolis. Our market research shows that students that display strong creative talents can benefit significantly from an educational program that supports them in developing their talent while ensuring that they receive a quality education. At a time when schools are beginning to cut performing arts programs, TPAC emerges as a school that seeks to change lives through a focus on the performing arts. It is necessary to cultivate a student's interest and talents in the performing arts to further enhance academic capabilities and life principles. Specifically, performing arts education plays a part in the development of students as a whole. The Dana Foundation funded a consortium to study the influence of the arts on human development. The findings from many authors were summarized to demonstrate the key influence and advantages the performing arts has on students exposed and developed in these disciplines.

1. An interest in a performing art leads to a high state of motivation that produces the sustained attention necessary to improve performance and the training of attention that leads to improvement in other domains of cognition.

2. Genetic studies have begun to yield candidate genes that may help explain individual differences in interest in the arts.
3. Specific links exist between high levels of music training and the ability to manipulate information in both working and long-term memory; these links extend beyond the domain of music training.
4. In children, there appear to be specific links between the practice of music and skills in geometrical representation, though not in other forms of numerical representation.
5. Correlations exist between music training and both reading acquisition and sequence learning. One of the central predictors of early literacy, phonological awareness, is correlated with both music training and the development of a specific brain pathway.
6. Training in acting appears to lead to memory improvement through the learning of general skills for manipulating semantic information.
7. Adult self-reported interest in aesthetics is related to a temperamental factor of openness, which in turn is influenced by dopamine-related genes.
8. Learning to dance by effective observation is closely related to learning by physical practice, both in the level of achievement and also the neural substrates that support the organization of complex actions. Effective observational learning may transfer to other cognitive skills. (2008, v-vi.)

In conclusion, the study of the arts is important for advancing the physical and mental development of students – specifically, the arts greatly enhances a student’s academic prowess by constantly cultivating their performing arts discipline. Therefore, TPAC will not only seek to foster outstanding, professional artists and musicians, but also individuals who will positively impact their neighborhoods, communities, and the world.

Community Engagement. *Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.*

The board governing TPAC has begun the process of community engagement through the following organizations: ICC, YATS, and Idaba Dance Company Production. The Idaba Dance Company’s production will be this summer (2012) to marketing the name of the school which is fore coming. It will be co-produced by TPAC. These relationships have agreed to either assist in the production of TPAC’s initiatives or be a feeding source of students giving students and their parent’s options in their education. TPAC will begin the initiatives to petition overall interest also. These efforts will help establish community engagement

Education Plan/School Design. *Provide an overview of the school’s education program, including key non-negotiable elements of the school design. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.*

The instructional philosophy is to provide an experience based on the International Baccalaureate Middle Years Programme (IBMYP) grades 6-10. The program consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts,

physical education and technology. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

The higher grades participate in the International Baccalaureate Diploma Programme. During the two-year IB Diploma Programme, students study six-subjects from the six subject groups (language and literature, language acquisition, individuals and societies, experimental sciences, mathematics and computer science and the arts). Normally, three of the six subjects are studied at an advanced level. In addition, the program has three core requirements. The first is an extended essay of 4,000 or more words focused on a specific subject of their choice. The essay should have high level research and writing characteristics on the level of that required at a university. Second is the interdisciplinary Theory of Knowledge (TOK) course. It is “designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter” (2011)¹. The third component is the creativity, action, service (CAS). Creativity is arts and other experiences that encourage creative thinking. Action is physical exertion contributing to a healthy lifestyle, complementing the other areas of the program. Service involves unpaid voluntary experiences that have a learning benefit for the student. CAS encourages individual and group participation in local, national and global settings.

TPAC will be governed by an eight to thirteen member Board of Directors that provides vision and regulates procedures for the school. The Board of Directors presently consists of business, finance, legal, educational, technology, human resources and community persons. The executive director reports to the board and is responsible for the daily operational requirements and procedures of the school. The executive director also oversees the remaining staff (administrative, custodial, food service, etc.) and assists with the evaluation of the principal and faculty. The principal is the chief instructional leader. Their main duty is to ensure that teaching staff are following the curriculum in making sure that all students are learning. The principal is responsible for modeling best practices for the teachers. We have already secured the leadership team of an Executive Director and Principal. Both have graduate degrees and years of experience. The principal has a secondary math teaching license and an Indiana administrative license. In addition, the school staff will include language arts/English, science, social studies, math, special education, physical education, instrumental and vocal music, drama, dance and foreign language teachers. We will also employ part-time private teachers and mentors.

Vision for Growth. *Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it.*

The school will be called The Performing Arts Conservatory. It will be located in Indianapolis, IN within the Indianapolis Public School District. The school’s vision

¹ (2011). Retrieved <http://www.ibo.org/diploma/curriculum/core/>

statement is: The purpose of The Performing Arts Conservatory is to provide an environment that will not only cater to a student’s academic requirements but also understands the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The Performing Arts Conservatory will educate its students using the holistic approach of teaching.

The student body will begin with 210 sixth, seventh and eighth graders the first. Each successive year, a grade will be added until the addition of grade 12 (see table below).

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Student Enrollment
First Year – 2013	6-8	210
Second Year – 2014	6-9	285
Third Year – 2015	6-10	360
Fourth Year – 2016	6-11	435
Fifth Year – 2017	6-12	510
Maximum	6-12	510

TPAC seeks to reach those students interested in the performing arts (dance, drama or music). Specifically, the school would provide an opportunity for advanced training and education in academics and performing arts to those students in the low to middle class income brackets. Families of these students may not necessarily have the means to provide activities such as private instruction, academic support and mentoring resources for their children.

Performing arts students are typically bright students academically. However, they may not have had opportunities to cultivate their academic prowess in the traditional settings of most schools. The students that attend TPAC will have this opportunity. Each student will receive academic and performing arts assessments prior to matriculation to ascertain their abilities. Based on this data, students will receive instruction to help them achieve. Because of the proposed location of the school (Central/East Indianapolis), it is assumed that the student body will be diverse. It is also assumed that many of the students will be minority, primarily African-American and Latin American. The administration will use this fact as we hire and train the staff making sure that the school meets the needs of the students served.

Governance and Leadership.

The Christian Musical Skill Center (CMSC) is incorporated as a not-for-profit organization with the State of Indiana and with federal (501(c) 3) designation (See Attachment). The control and management of the business and affairs of CMSC are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of TPAC. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. They shall agree that their role is not in the matters of day-to-day school management. All Board members shall agree to forward such concerns to the Executive Director for resolution. The Board members, as the critical volunteer leadership of the organization, commit to:

- Ensure effective long-term business and organizational planning and resource management.
- Monitor educational programs and services, ensuring alignment with overall goals and steady progression toward the school accountability plan.
- Promote the school and its image among themselves and within the community, acting in the best interests of TPAC at all times.
- Determine and finalize school policies and procedures.
- Contribute to the financial support of TPAC.
- Take initiative in networking with potential funders.
- Provide candid feedback and evaluation of the organization.
- Select, support, and evaluate the school Executive Director and Principal.

The Board of Directors will continuously evaluate the activities and performance of the school administrator and staff within the bounds of the established policy, goals, and objectives described above. The policies to be developed include those for human resources, admissions, dress code, and student discipline.

SECTION I: EVIDENCE OF CAPACITY

Founding Group Membership. *Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development or operations.*

The following individuals will play and substantial ongoing role in the school's development:

Robert T. Townsend, PhD, Founder, our executive director, principal, the school's accounting consultant, our legal team and curriculum committee. There are key partnerships that will play a sufficient role in the ongoing operations of the school, they include:

Purdue University Department of Educational Studies

IUPUI Music and Arts Technology Department

Teaching Basics, LLC

Indianapolis Children's Choir

Young Actors Theatre

Iibada Dance Company

Gregory Hancock Dance Theatre

Boys II Men

New Perspectives

Center Point Counseling

These partnerships will aid in strengthening the development of the student's academic achievement, character and performing arts experience.

Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

Our board's level of expertise consists of extensive knowledge in education, specifically secondary education, and curriculum development and implementation. Our members have solid experience in charter schools and government, community engagement, personnel management, finance and accounting, school operations including facilities, and legal matters.

Specifically, the expertise spectrum includes:

- Robert T. Townsend, PhD – Founder and Chair, P-12/College Educator, Professional Musician, Composer, Lecturer
- Attorney, College Professor
- Accounting and Finance Professional for Fortune 500 company
- City Government Leader and Charter Schools Advocate
- College Professor – Specialty Performing Arts and Technology
- Human Resources Professional
- Instrumental Music Educator / Professional Musician
- IT Director for a Fortune 500 Company
- Semi-retired Professional Actor – Stage/TV
- Healthcare Education Professional
- Business Executive Management/Operations Professional

School leadership, administration and governance

Curriculum, instruction and assessment

Financial, business and school operations management

Performance management

Parent and community engagement

Facilities management

See **Attachment 1** - full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

The organization continues to work communicate with leaders in organizations regarding TPAC coming into existence for the fall 2012 season. These organizations are listed below in the table and include educational, performing arts, and other community organizations. The leaders will continue to seek relationships with organizations and businesses that align with the mission of TPAC.

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Does a letter of support exist?
Purdue University Department of Educational Studies	Dr. Marcia Gentry, Director, Gifted Education Resource Institute Professor, Gifted, Creative, and Talented Studies	Beering Hall, Room 5116 100 North University Street West Lafayette, IN 47907-2098, 765.496.3721	Provide faculty development in differentiation, cluster grouping, and talent development aligned with IB curriculum	Yes
Teaching Basics, LLC	Dr. Roxie Sporleder, Professor, Founder/Developer of <i>Word Workshop</i> Reading Program	1465 Eagle Lane, Marion, IN 46952, 765.662.7612	Provide faculty development in reading using the <i>Word Workshop</i>	Yes
Boys II Men	Dr. Lars Rascoe, Executive Director/Founder	4850 Guion Rd., Indianapolis, IN 46254, 317.387.0703, www.boysiimen.org	Collaboration to provide social development and emotional intelligence training for male students.	Yes
New Perspectives	Ms. Monique Spells, Executive Program Director	1821 Wellesley Commons, Indianapolis, IN 46219, 317.698.9488	Collaboration to provide social development and emotional intelligence training for female students.	Yes
Center Point Counseling	Mr. Nathan McGuire, Counselor	7700 North Meridian Street Indianapolis, Indiana 46260 317.252.5518 fax: 317.259.5718 nmcguire@secondchurch.org	Collaboration to provide group and family counseling services.	Yes
IUPUI Music and Arts Technology Department	Dr. Fred J. Rees, Professor of Music; Chair	ICTC Building, Room 391, 535 W. Michigan St., Indianapolis, IN 46202, 317.274.4610	Collaboration to provide instruction and technology consultation for music and arts technology. Use of facilities during summer camp.	Yes
Indianapolis Children's Choir	Mr. Don Steffy, Executive Director	4600 Sunset Blvd., Indianapolis, IN 46208, 317.940.9640,	Collaboration to provide choir instruction,	Yes

		www.icchoir.org	internships and mutual activities.	
Iibada Dance Company	Ms. Sabra Logan, Executive Director	948 N. Holmes Avenue, Indianapolis, IN 46222, 317.250.7647, www.iibadadance.org	Collaboration to provide dance instruction and internship opportunities.	Yes
Gregory Hancock Dance Theatre	Mr. Gregory Hancock, Artistic Director	329 Gradle Drive, Carmel, IN 46032, 317.844.2660, www.gregoryhancockdance theatre.org	Collaboration to provide instruction during January term and internship opportunities.	Yes
Young Actors Theatre	Mr. Justin Wade, Executive Artistic Director	At the Athenaeum, 401 E. Michigan Street, Indianapolis, IN 46204, 317.614.5057, www.yatkids.org	Collaboration to provide drama instruction and internship opportunities.	Yes
Charter School Development Corporation	Mr. Al Dubin	7272 Park Circle Drive, Suite 265, Hanover, MD 21076, 443.561.1280, www.csdc.org	Assist with facility needs.	Yes
Asher (MHG) Foundation, Inc.	Patrick Okorodudu, Esq., CEO	10314 Sedgemoor Drive, Indianapolis, IN, 46239, 317.731.2895	Financial Support.	Yes

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

The founding group came together because of our love for education and our concern about the lack of performing arts instruction in schools throughout our community. In addition, the founder was concerned about low reading levels in our school system and believes we can make a difference. We are confident that a school focused on the performing arts, with a strong reading development program embodied within the IB curriculum will prepare these students for college and their future careers.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. *Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in.* Also

See **Attachment 2**, the qualifications and resume for leadership team.

The leaders were chosen for their strong academic and organizational leadership skills. The expectations set by the board are high to produce a high-performing school. The qualifications the Executive Director brings to is her background in school operations.

She has the business savvy and the business acumen to run a school. Specifically, school was extremely successful school and grew over 200% within 2 years. Under her leadership the programs at the school expanded and they widen their community involvement. She coached directors to create a culture that was academic and nurturing.

The Principal has a strong academic background and solid knowledge in the IB diploma curriculum. She brings an intense background in math, which is her core teaching concentration. During her tenure, she also took on leadership positions among faculty and obtained both her Master of Education degree with a concentration in curriculum and instruction and principal license. Specifically, she has been intern administrator in her building which included co-chairing PL 221 school improvement plan committee, spearheaded committee to improve cultural competency, observed teachers to ensure effective classroom management and instruction, created the master schedule, and facilitated a professional learning community of math teachers to name a few.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

The individuals who will work on a full-time basis immediately after approval will be the Executive Director and nearly full-time will be the school Principal and administrative assistant. These individuals will start the interviewing process, student enrollment, and securing equipment and furniture housed in the school.

3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader).

See **Attachment 3** - the qualifications and resumes for these individuals.

School Executive Director and Principal Selection

The following requirements for the school Executive Director have received Board approval.

- Vision: a conceptual and strategic thinker capable of developing and implementing
- short and long term plans that lead an organization into the future
- Strong commitment to quality education
- A personal commitment to helping students develop and sustain an improved quality of life
- The belief that all students can learn and if given the opportunity, will achieve
- Strong motivational and relational skills and the ability to work with individuals of diverse backgrounds
- A belief in collaborative decision-making
- A high level of energy and initiative

The applicant for this position should possess a Master's degree, preferably with the following:

- Experience managing a nonprofit organization or school
- Fundraising or grants management experience
- Strong organizational, communication, analytical, and writing skills

The following requirements for the Principal have received Board approval.

- Vision: a conceptual and strategic thinker capable of developing and implementing curricular and educational goals that lead an organization into the future
- Strong commitment to quality education
- Strong commitment to the performing arts
- A personal commitment to helping students develop and sustain an improved quality of life
- The ability to lead educators in the area of curriculum and instruction
- The belief that all students can learn and if given the opportunity, will achieve
- Strong motivational and relational skills and the ability to work with individuals of diverse backgrounds
- A belief in collaborative decision-making
- A high level of energy and initiative

The applicant for this position should possess a Master's degree and administrative license, preferably with the following:

- Experience managing school and provide teacher development
- Fundraising or grants management knowledge or experience
- Strong organizational, communication, analytical, and writing skills

The Board will evaluate the Executive Director and Principal annually and will conduct interviews with staff, parents and community partners to enhance the evaluation process. The committee will also take into consideration the results of all school surveys and may conduct surveys specifically for this task.

GOVERNANCE

Legal Status and Governing Documents

See **Attachment 4** - For the entity proposing to hold the charter, provide the following governance documents:

501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);

Copy of the Articles of Incorporation; and

Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: "The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution."

See **Attachment 5** - a completed and signed Statement of Assurances.

1. Governance Structure and Composition. *Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board.*

See **Attachment 6** - a completed and signed Board Member Information Sheet for each proposed Board member for the governing entity/charter holder.

The Christian Musical Skill Center (CMSC) *dba* The Performing Arts Conservatory is incorporated as a not-for-profit organization with the State of Indiana and with federal (501(c) 3) designation (See Attachment). The control and management of the business and affairs of CMSC are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of TPAC. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. They agree that their role is not in the matters of day-to-day school management. All Board members agree to forward such concerns to the Executive Director for resolution. The Board members, as the critical volunteer leadership of the organization, commit to:

- Ensure effective long-term business and organizational planning and resource management.
- Monitor educational programs and services, ensuring alignment with overall goals and steady progression toward the school accountability plan.
- Promote the school and its image among themselves and within the community, acting in the best interests of TPAC at all times.
- Determine and finalize school policies and procedures.
- Contribute to the financial support of TPAC.
- Take initiative in networking with potential funders.
- Provide candid feedback and evaluation of the organization.
- Select, support, and evaluate the school Executive Director and Principal.

The Board of Directors will continuously evaluate the activities and performance of the school administrator and staff within the bounds of the established policy, goals, and objectives described above. The policies to be developed include those for human resources, admissions, dress code, and student discipline.

2. Pre-Existing Nonprofit Organization. *If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school, and to comply with Indiana's Public Access Laws, including the Open Door Law.*

Non-applicable

3. Governing Entity's Responsibilities. *Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.*

The structure of the organization is designed where the board will maintain consistent oversight of the school through the Executive Director and Principal. During regularly scheduled board meetings the Executive Director will be required to give status reports on the school's performance and when needed the Principal will give reports on student and teacher progress.

4. Procedures. *What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and*

governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

Board meetings are held bi-monthly. Governing Board meetings will comply with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting. The subcommittees include marketing, finance, and curriculum.

TPAC will have open enrollment policies, will not charge tuition, and cannot discriminate based on disability, race, color, gender, national origin, religion, or ancestry. We will comply with all Indiana laws, except those that expressly do not apply to charter schools. We will comply with laws pertaining to open enrollment, special education, financial audits by the state board of accounts, student health and safety, compulsory school attendance, standardized testing, and accountability.

5. Ethics and Conflicts of Interest. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.*

See **Attachment 7** - the board's Code of Ethics and Conflict of Interest policy.

Please refer to Attachment 7, The Performing Arts Conservatory Board Ethics and Conflict of Interest Policy

6. Advisory Bodies. *Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.*

The advisory bodies that will be formed are as follows:

- Parent advisory board
- Student advisory board
- Curriculum advisory board
- Marketing and publicity advisory board

The functions of these boards vary but they are formed to strengthen the school and school's image throughout the internal and external community. The parent, student and curriculum boards report to the Principal or lead teacher designee. The marketing and publicity board report to the Executive Director.

7. Grievance Process. *Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.*

The grievance process begins at the lowest level and proceeds up the level of authority to the Executive Director and corporate board. Concerns should first be expressed at the school level, if relating to a policy, procedure or administrative decision. Parents may

Speak with teachers or any administrator for quick resolution. If not satisfied, parents may request to speak with the local governing board during a scheduled meeting. As a non-profit organization, The Performing Arts Conservatory will make all required documents available for review free of charge upon request. Requests for copies will incur appropriate fees to offset printing and labor costs.

SECTION II: SCHOOL DESIGN

Education Plan Curriculum and Instructional Design

1. *Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards. More information about Indiana's adoption of the Common Core Standards and the implementation timeline can be found at <http://doe.in.gov/commoncore/>.*

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure,
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

The Performing Arts Conservatory will seek to educate students in grades 6-12 in Indianapolis Center Township primarily that are interested in a concentration in the performing arts of dance, drama and music. Students will receive instruction in a classroom based environment that is aligned with the Indiana Academic Standards and the Common Core Standards for all subjects (See the Scope and Sequence and Exit Standards Attachments). TPAC anticipates the average class size of 18-20 students. This will allow for maximum use of inquiry-based and enhanced instruction based on the 21st Century Learning Skills of creativity and innovation, critical thinking and problem solving, and communication and collaboration (Partnership for 21st Century Skills, 2012)².

The curriculum of the school is a program that will provide an experience based on the International Baccalaureate Middle Years Programme (IBMYP) grades 6-10. The program consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required

² Partnership for 21st Century Skills (2012). *Learning and Innovation Skills*. Retrieved from <http://www.p21.org/overview/skills-framework/60>

to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

The higher grades participate in the International Baccalaureate Diploma Programme. During the two-year IB Diploma Programme, students study six-subjects from the six subject groups (language and literature, language acquisition, individuals and societies, experimental sciences, mathematics and computer science and the arts). Normally, three of the six subjects are studied at an advanced level. In addition, the program has three core requirements. The first is an extended essay of 4,000 or more words focused on a specific subject of their choice. The essay should have high level research and writing characteristics on the level of that required at a university. Second is the interdisciplinary Theory of Knowledge (TOK) course. It is “designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter” (2011)³. The third component is the creativity, action, and service (CAS) aspect. Creativity is arts and other experiences that encourage creative thinking. Action is physical exertion contributing to a healthy lifestyle, complementing the other areas of the program. Service involves unpaid voluntary experiences that have a learning benefit for the student. CAS encourages individual and group participation in local, national and global settings.

The school staff will include language arts/English, science, social studies, math, special education, physical education, instrumental and vocal music, drama, dance and foreign language teachers. We will also employ part-time private teachers and mentors. TPAC will recruit teachers from various sources. Local and regional colleges and universities websites, mailing lists and/or newsletters, will be accessed for job postings and unique job opportunities at TPAC. The internet will be used as a recruiting tool by posting on job boards and education-related websites. We will also contact teacher training programs that work with certified teachers in the middle and high school levels to announce available teaching positions. We will utilize every networking opportunity to find high quality educators. Faculty will be evaluated on a regular basis, and ongoing. Teachers at TPAC will receive feedback regularly through no less than monthly observations, and more often, weekly. Two formal reviews will occur in the fall and spring using the RISE evaluation form developed and adopted by the state of Indiana. The observations and reviews will address planning and instruction, leadership and professionalism. The principal will meet with the teacher after the observation session to provide feedback and support for improvement. In addition, student and parent survey data will be collected annually and shared with the teacher to aid in the process of improvement.

Policies and guidelines for continued performance development will include:

- IBMYP training
- Word Workshop Training
- Performing Arts Integration

³ (2011). Retrieved <http://www.ibo.org/diploma/curriculum/core/>

- Differentiation Training
- Other personal development workshops to develop within skill-set or as required by federal, state, local labor boards.

2. *Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.*

TPAC seeks to reach those students interested in the performing arts (dance, drama or music). Specifically, the school would provide an opportunity for advanced training and education in academics and performing arts to those students in the low to middle class income brackets. Families of these students may not necessarily have the means to provide activities such as private instruction, academic support and mentoring resources for their children.

Performing arts students are typically bright students academically. However, they may not have had opportunities to cultivate their academic prowess in the traditional settings of most schools. The students that attend TPAC will have this opportunity. Each student will receive academic and performing arts assessments prior to matriculation to ascertain their abilities. Based on this data, students will receive instruction to help them achieve. Teachers will work in teams to design units based on the IBMYP curriculum and utilizing the data collected during pre-matriculation assessments. These learning experiences will be designed to meet the academic needs of each individual student. Because of the proposed location of the school (Central/East Indianapolis), it is assumed that the student body will be diverse. It is also assumed that many of the students will be minority, primarily African-American and Latin American. The administration will use this fact as we hire and train the staff making sure that the school meets the needs of the students served.

In addition to the IBMYP, the school will adopt the *Word Workshop* reading program. This research-based reading program developed by Indiana Wesleyan University professor Dr. Roxie Sporleder and has reported great results. TPAC students will receive instruction in reading to either detect and correct reading problems or improve reading skills. The program's activities diagnose the reading ability of the student and help them improve. It is used in schools in Montana and Indiana with great results. Sporleder (2009)⁴ reports that students gain an average of 4 or more grade levels after 45 lessons spread over six months. Middle and high school students in the study were reported to have gone from below 4th grade reading level to reading at the 9th grade level after completing the program. Recently, the program has been utilized in Marion, IN public schools and is helping students. It is also one of acceptable reading programs on the IN state list.

The school's assessment plan consists of pre-matriculation diagnostic assessments in Reading, English/Language Arts and Math. This data is combined with the information from their previous educational experiences in an electronic format. An assessment plan involves bi-weekly formative assessments and end of unit and semester summative assessments in academic and performing art content areas. In addition, the school will implement Acuity assessments for diagnostic and formative data. All assessment data

⁴ Sporleder, R. (2009). *Word workshop*. Unpublished manuscript (Indiana Wesleyan University, 2009).

will be used to periodically assess progress toward goals, outcomes and achievement standards established. Teachers will review data during the team meetings that occur daily to aid in tracing student progress. Data will be used to adjust instruction to meet the needs of all students attending TPAC.

Instruction to each student will be determined based on the pre-matriculation diagnostic assessments and prior school experience data. Methods for addressing students below standard will involve Response to Intervention (RtI) strategies. RtI involves early identification and support for students with learning and behavioral needs. Strategies to address the needs will occur during the student development daily period and may be completed by the general education teacher, special education teacher or other professional specialist. The intervention strategies will be intensified to increase the rate of learning for the student. The duration and level of intensity of the strategies will be based on data from monitoring the individual student. In addition to RtI, TPAC will implement a term in January in which students will focus intensely on one subject. Students will receive enrichment activities that focus on their area of growth opportunity. Those struggling in math will have the opportunity to spend intentional time working that academic subject only during this 3-4 week mini-term. In addition, students will spend time in their performing art area and physical education/health.

The following tables include the TPAC student goals and outcomes:

Goal 1:

Performance	Students will complete Indiana Core 40 diploma requirements, including passing all End-of-Year Assessments, ISTEP+, IBMYP Projects and IB Extended Essay Assessments, Reading Growth
Performance Indicator	Rates, percentage of students receiving Core 40 diploma, End-of-Year Assessment pass rates, attendance rates, IB pass rates
Assessment Tools	End-of-Course Assessments, ISTEP+, IBMYP Projects and IB extended essay assessments
Assessment	All standardized exam scores will be used to evaluate the progress of each student in English/Language Arts, Math, Science, Social Studies, Reading
Scoring Consistency	Standardized tests scores will be used
Baseline Data	Student data collected during pre-matriculation processing, from previous school(s), transcripts, ACUITY and other test scores, ISTEP+
3 rd -Year Targets	Does not meet standard: Less than 80% of sophomore students meeting standards on ECA and IB Project. Approaching standard: 80% of sophomore students meeting standards on ECA and IB Project and percent passing increases each year. Meets standard: 85% of sophomore students meeting standards on ECA and IB Project and percent passing increases each year. Exceeds standard: 100% of students will show adequate growth each year toward completion of their Core 40 diplomas for on-time graduation.
6 th -Year Targets	Does not meet standard: Less than 85% of sophomore students meeting standards on ECA and IB Project. Approaching standard: 90% of sophomore students

	<p>meeting standards on ECA and IB Project and percent passing increases each year.</p> <p>Meets standard: 95% of sophomore students meeting standards on ECA and IB Project and percent passing increases each year.</p> <p>Exceeds standard: 100% of students will show adequate growth each year toward completion of their Core 40 diplomas for on-time graduation. In addition, students will be on target for the Core 40 Honors Diploma and ability to enter the IB Diploma Programme.</p>
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Goal 2:

Performance	Students will earn college credit and/or IB credit
Performance Indicator	College credits, IB course completion rates while enrolled at TPAC, Percentage of students taking SAT and ACT, College acceptance letters (Years 5-6).
Assessment Tools	College Transcripts, IB course assessments (extended essays)
Assessment	All standardized exam scores will be used to evaluate the progress of each student in English/Language Arts, Math, Science, Social Studies, Reading
Scoring Consistency	Standardized tests scores will be used
Baseline Data	Students enrolled in IB courses and college courses
3 rd -Year Targets	<p>Does not meet standard: Less than 75% of junior students will have some college credit hours completed or IB courses completed.</p> <p>Approaching standard: 75% of junior students will have some college credit hours completed or IB courses completed.</p> <p>Meets standard: 80% junior students will have some college credit hours completed or IB courses completed.</p> <p>Exceeds standard: 90% junior students will have some college credit hours completed or IB courses completed.</p>
6 th -Year Targets	<p>Does not meet standard: Less than 80% of junior students will have some college credit hours completed or IB courses completed.</p> <p>Approaching standard: 80% of junior students will have some college credit hours completed or IB courses completed.</p> <p>Meets standard: 85% junior students will have some college credit hours completed or IB courses completed.</p> <p>Exceeds standard: 100% junior students will have some college credit hours completed or IB courses completed. 80% of graduating seniors accepted into a post-secondary institution immediately upon graduation.</p>

3. Provide a course scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school’s pre-opening year.

See **Attachment 8** for TPAC course scope and sequence.

A team of educators along with TPAC Curriculum Committee members have designed the curriculum based on the IBMYP and aligned to the Indiana State Academic and Common Core Standards. The following is the list of team members: Kristy Jones, MEd, IN Administrator License – Math/Curriculum Coordinator/Principal, Mary Mickelson, MS - Social Studies, Tracey Scott, MEd, IN Administrator License - Social Studies, Cheryl Wilkerson, BS and Megan McDaniel, MS – Secondary English/Language Arts, Amy Ames - BS - Science, Sherri Wynn, EdD – Gifted/High Ability, Monica Scrubb, PhD – ESL, Kendall Wyatt, BS – Special Education, and Robert Townsend, PhD - Performing Arts/Curriculum Coordinator. The members meet once per month to update everyone on the progress and share elements throughout the month via email. The members meet once per month and communicate via email and phone conference regularly designing the curriculum. At present, the committee has completed grade 8 in all subjects, Algebra 1, English Grade 10, Biology 1, and History 11. The entire curriculum will be completed by August, 2012.

Pupil Performance Standards

State the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards and the Common Core. In particular:

1. *Provide the school’s exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.*

See **Attachment 9** - the school’s exit standards for graduating students for middle school and high school.

2. *Explain the school’s policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?*

TPAC is committed to providing an instructional environment that encourages students to excel in academics and their field of performing arts. Students must pass all classes with a minimum of a C- in order to be promoted to the next grade level. In addition, students must pass ISTEP+ in the appropriate subjects required by the appropriate grade level, their performing arts jury and complete their IBMYP project. Students and parents will be notified regarding promotion and graduation by mid-term of the 4th quarter. Typically, this will be early to mid-May.

High School Graduation Requirements (High Schools Only)

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education’s website:
<http://www.doe.in.gov/core40/overview.html>

1. *Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.*

TPAC high school graduating students will work to complete the IN Core 40 with Academic Honors or the IN Core 40 and International Baccalaureate diploma. However, students will be able to graduate from the school with the completion of the Core 40 requirements. Students will receive 1 credit for each semester passed. Grades are determined on a semester basis. January Term classes count as a semester class. Any grade lower than a "C-" is recorded as an "F." Each class uses the following grade scale (in percentages) and for the purpose of GPA calculation are given the associated numerical values:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Percentage	99-100	93-98	90-92	87-89	83-86	80-82	77-79	73-76	70-72	Below 70
Numerical Value	4.3	4.0	3.8	3.3	3.0	2.8	2.3	2.0	1.8	0

All coursework will be factored into the final GPA. The transcript will include the student GPA, grades for all 9-12 subjects completed while matriculating at TPAC, ECA scores and IB Extended Essay scores for those completing the IB Diploma.

Elective courses will include offerings in the performing arts, visual art, technology, physical education and health. Brief descriptions are offered below.

Music: Music offerings at TPAC focus on providing the student with ample opportunities to excel in their own individual field of study. Training takes place through an interactive curriculum in applied music and a more systematic approach in ensembles. Students may concentrate in one of three areas: vocal, instrumental (winds, strings and percussion instruments) and keyboarding (piano, organ and other electronic keyboards). An audition is required in one of the major areas for placement in the correct level of private/group instruction and ensemble participation. Music courses are aligned to the National music standards and the IN State Standards for music.

Dance: The purpose of the TPAC Dance education Curriculum is to provide developmentally appropriate practices that build on a sequential program of dance experiences which contribute to the overall achievement of all students. Dance education contributes to TPACs commitment to improve achievement for all students. By providing students with opportunities to learn through movement, dance incorporates the use of auditory, visual, and kinesthetic modalities, more commonly referred to as hearing, seeing and doing. As a participatory experience, dance nurtures and fosters a sense of community. The value of group work and cooperation is inherent and reinforced. Dance education also provides students with exploration, selection, organization, and evaluation experiences. Dance courses are aligned to the National standards and the IN State Standards for dance education.

Theatre Arts: Theatre at TPAC will focus on the various skills needed for students to grow in their gift area. Courses involve the study of the various roles involved in theatrical productions including producer, director, designer and actor. In addition, students explore the meaning and purpose of dramatic arts. Drama courses are aligned to the National standards and the IN State Standards for theatre arts.

Visual Art: Art class at TPAC is a participatory introduction to the various visual art activities including drawing, painting, and various other art mediums. TPAC aligns the art class with the National and Indiana State visual arts standards.

Technology: Technology courses at TPAC include instruction in computer technology, processing, personal finance, and arts technology. Courses are aligned to the National standards and the IN State Standards.

Physical Education/Health: It is the philosophy of TPAC to provide instruction to its students for a healthy life in the performing arts world. Seventh and eighth grade students will take a semester of health and physical education each year. High school students are required to have 1 credit of physical education and health. Courses are aligned to the National and the Indiana State Standards.

2. *Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).*

High school students who graduate from TPAC will be prepared to attend college and/or participate in the performing arts at a professional level based on their training.

3. *Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.*

Instruction to each student will be determined based on the pre-matriculation diagnostic assessments and prior school experience data. Methods for addressing students below standard will involve Response to Intervention (RtI) strategies. RtI involves early identification and support for students with learning and behavioral needs. Strategies to address the needs will occur during the student development daily period and may be completed by the general education teacher, special education teacher or other professional specialist. The intervention strategies will be intensified to increase the rate of learning for the student. The duration and level of intensity of the strategies will be based on data from monitoring the individual student. In addition to RtI, TPAC will implement a term in January in which students will focus intensely on one subject. Students will receive enrichment activities that focus on their area of growth opportunity. Those struggling in math will have the opportunity to spend intentional time working that academic subject only during this 3-4 week mini-term. In addition, students will spend time in their performing art area and physical education/health.

Also, the school's mentoring program will help to identify those support all students. Dr. Steven Perry stated that students will achieve if they know that there is someone in the school who cares and expects them to succeed. Consequently, each student will have a mentor that will formally contact them and their family every two weeks. Students will also be able to meet with the mentor at school as the mentors will be teachers and administrators in the building. Students will also have the opportunity for outside mentors through the school's internship opportunities and community partnerships. This support should aid in making sure that students complete requirements for graduation.

School Calendar and Schedule

1. *Provide the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of*

instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.

See **Attachment 10** - the school's proposed calendar for the first year of operation.

TPAC will have an extended day schedule Monday through Thursday (7:45 AM – 5:30 PM). This allows the extra time needed for extra academic and performing arts instruction and individual sessions. Friday is an early dismissal day to allow more time for instructional development and planning. The schedule will be a modified block schedule including longer sessions for subjects during the week. In the core subjects, students will receive 45 minutes of instruction time 4 day per week and 90 minutes 1 day per week. In addition, the school year is a 200 day calendar. Researchers state that this ensures that there is better instruction and retention as the students will have less time in the summer to forget information (Schulte, 2009)⁵. Thus, the calendar will be increased from the state required 188 to 200 days. See Attachment 10 for the school year calendar for 2013 and the weekly schedule.

School Culture

1. *Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.*

The culture at TPAC is one similar to a family atmosphere in which each student is encouraged and supported academically, physically, socially and mentally. It will be an atmosphere based on the Motto: *I have been given and great gift and I will be thankful by learning*. Because of this, every effort will be focused on nurturing each student such that they are able to achieve their academic and performing arts goals.

In addition, TPAC will embody a culture of excellence in every area. Student, teachers, administrators, parents, staff and community partners will be reminded and encouraged to expect the best and exhibit their best at all times. This encouragement and modeling will promote a positive caring atmosphere whereby students will be challenged and allowed to grow intellectually and socially in the academic environment.

2. *Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.*

All students enrolled in TPAC will experience a 5-day orientation event. The students will attend TPAC during the day the week before school begins. During this time, students will experience team building events, individual mentoring and skill analysis meetings, academic and diagnostic assessments, and sessions to help them understand the TPAC culture. In addition, there will be a family conference with a TPAC staff member to help the family understand the culture as well.

During the school year, everyone will be reminded of this culture with the daily reciting of the motto: *I have been given a great gift and I will be thankful by learning*. As students enter the building and walk through the halls, staff will greet them and

⁵ Schulte, B. (2009). Putting the broken on 'summer slide.' Modified school calendars build in time to enrich Learning and sustain gains. *Education Digest*, 75(4) 17-21.

encourage them to stay on task. Students will know that someone at TPAC is looking out for their best interest. This encouragement will positively affect their success.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

The typical day of a student is that they will arrive by parent/guardian transportation or public transportation by 7:45 AM. The student, Sharon, is a 7th grader and her day begins with Physical Education/Health class. She is in the physical education portion of the class. After the class, Sharon has 5 minutes to get to her Math class. She leaves math after 45 minutes of instruction and heads to the science lab for science class. After science, Sharon attends her Humanities-Social Studies class. The topic focuses on music, architecture, culture, clothing and other aspects that took place during the Romantic Period (ca. 1820-1900). Her last class of the morning is Language Arts in which the students are divided in groups to discuss the reading assignment; which is an article describing culture in Romantic Period Vienna. It is near noon and Sharon heads to lunch for a 30-minute lunch period. Sharon eats her lunch and then takes advantage to go outside for a monitored 15-minute break. She and her friends walk the area talking and laughing. After lunch, Sharon heads to her Technology course to work on her media project. She heads to ensemble after the technology course. Sharon plays percussion instruments in the band. During the next period, Sharon has three different classes depending on the day. The day is a Monday, so Sharon attends her small group lesson (3 students) for 45 minutes. Sharon then attends the student development time. Sharon is working on a science fair project, so she uses 30 minutes of the time to receive consultation from her science teacher. She returns to course development and studies for her math assessment on Wednesday. After the student development time, Sharon heads back to the rehearsal room for the after-school activity period. She is a part of the after-school band. The rehearsal is 1 and ½ hours in length with a snack break built in. Students receive healthy snacks or can furnish their own. Sharon's school day ends at 5:30 PM and she is picked up by her father. After arriving home, she will have no more than one and one-half hours of homework to complete. If she has trouble, she can email her teacher and/or mentor for guidance.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

The typical day for a teacher is an arrival time of 7:30 AM. A middle school math teacher would begin the day at the door greeting students. The teacher would begin at 7:45 AM teaching one 7th grade math course for 45 minutes. This course would be followed by three 45-minute sections of 6th grade math. Following those sections is a section of 7th grade math. The teacher would then have lunch followed by 45 minutes of professional development time. The teacher would be able to work on the differentiation and high ability training via the modules supplied through the internet during this time. At 1:35 PM, the math teacher gathers with the team to discuss unit design and ways to help the students in their team. Following the team prep, the teacher has an individual prep period. The final period is a student development time. During the time, the math teacher has a group of students to help with schoolwork and monitor the students to make sure that work is being completed. The teacher's day ends after this period at 4:00 PM.

Supplemental Programming

1. *Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?*

TPAC will not offer summer school because of the growth opportunity and enrichment experience that occurs during the month of January. TPAC will institute a remedial program during the month of January. Students will have the opportunity to focus primarily on their individual area of growth need. The month of January will include an intense focus on students' individual needs for academic growth.

2. *Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.*

Co-curricular programs will be offered in the performing arts (dance, drama and music). These occur daily during the morning and afternoon schedule. These are also classes in which students receive arts credits.

3. *Describe the school's programs or strategies to address student mental, emotional, and social development and health.*

TPAC will have a counselor to help the students with mental, emotional, and social development and health. In addition, we are partnering with Mr. Nathan McGuire at the Center Point Counseling and will provide referrals as needed. Mr. McGuire will also provide sessions for parents, teachers and the community once per semester to address specific mental and social health topics.

TPAC will also partner with Boys II Men to provide sessions for the boys that help them develop into young men (see attached partnership letter). The program for the girls will be implemented through a partnership with Perspectives.

4. *If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.*

Not applicable

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. *Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations*

and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

TPAC is committed to providing a quality educational experience to all students it serves. Therefore, each student will be assessed before matriculating. Based on the data from the assessments and previous school data, those students requiring special services will receive the services from qualified and licensed individuals and organizations. TPAC expects to attract students of all learning abilities. Based on populations typically in charter schools, we expect that there will be students who are below grade level academically and high ability students. We do not anticipate many ELL students or students with mild, moderate and severe disabilities. However, every child who applies will have equal opportunity to enroll and those requiring special needs will be accommodated.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

a. How the school will identify students with special education needs.

The pre-matriculation assessments and enrollment questions, and data from previous schools will provide information in helping to identify students with special education needs. However, the Case Study Evaluation (CSE) is the initial step in determining whether a child is eligible for special education. It may be requested when it is suspected that a child is having difficulty learning because of a disability. The child's vision and hearing would be tested within 6 months before any other CSE. Within 60 school days from the day the CSE was requested, the CSE would be completed and a multidisciplinary conference (MDC) would occur. Written notice will be given to the parent or guardian at least 10 days before the day of the meeting. If they cannot attend the mutually agreed upon location and the agreed upon time, the parent must notify the school immediately to reschedule.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

After the MDC, the IEP will be developed on the basis of the child's special needs. These will be reviewed annually. The IEP will be written within 30 school days of the MDC, but no more than 60 school days after the request for the CSE. We will make certain that a parent with a disability has a meaningful opportunity to understand the outreach information given about the charter school as effectively as other parents. Appropriate auxiliary aids and services will be made available. Braille, large print, audio cassette and qualified interpreters will be provided, if requested.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Students with disabilities must be provided with choices in programs and activities that are comparable to that offered students without disabilities. The student will be educated with nondisabled students (inclusion) to the maximum extent appropriate for the disabled student. Per Section 504, any placement decision will be made by a group of persons with knowledge about the child, meaning of the evaluation data and placement options. These persons will include the Special Education Teacher, the student's general education teachers, parent/guardian and the Principal.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

At the point that a student with special needs matriculates through TPAC and is a senior, there will be a conference that will include the teachers, student, parent or guardian principal. The conference will be established to determine if the student has the ability to complete the Core 40 Diploma. If not, the school will petition the state on behalf of the student for completion of the Work-Readiness waiver.

e. How the school will provide qualified staffing for students with special education needs.

The special education staff will include licensed special education teachers and classroom aides. We will also work with the certified school counselor and an outside counseling agency, Center Point, to provide referrals as needed.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

In many parts of the country, the ELL population is growing at exponentially high rates. This is also true of Indianapolis. Consequently, TPAC is committed to providing outstanding ELL service that will meet the multifaceted needs of culturally, linguistically diverse students.

a. How the school will identify ELL students.

Identification of ELL students will begin with the Home language Survey. The Home Language Survey is used to assess the child's first language or the students' native language (L1), the language most frequently used at home, the language used by parent or guardian to communicate with the child and the language adult speaker's use at home. If the language is any other than English then an English language proficiency test will be used to determine the type of language services needed.

Language proficiency testing for placement covers the four language domains. They are: listening, speaking, reading and writing. TPAC will select an English proficiency test that meets the requirements of the four domains as well as the new federal requirement for English proficiency assessments that focuses on academic proficiency. The most popular and effective English proficiency tests are IDEA Proficiency Tests (IPT) for grades K-12, the Language Assessment Battery (LAB), Language Assessment Scales (LAS), and the Woodcock-Munoz Language Survey. The TPAC ELL Learning Team will evaluate each program for implementation.

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

To ensure that all students experience academic success and equitable access to the core academic program, TPAC will provide a continuum of academic\ language services in addition to a socio-culturally linguistic environment that fosters student learning. The TPAC approach in providing ELL services recognizes the dimensions of language learning and the student's life.

An instructional program will be formulated around the specific need of the individual student, determined by their English language proficiency. An ideal K-12 language service program will have four components or stages; beginning, intermediate, advanced and proficient. Students will be observed and assessed at each of the stages. At the beginning stage, the student will be introduced to academic subjects when possible in L1 with ELL assistance in the new or dominant language (L2) from a highly qualified ESL instructor. During this phase, students learn about school culture and expectations. The time spent at the beginning stage will be between 1-2 years. Students at this stage will also participate in their performing arts courses and other elective courses. At the intermediate stage, students will receive instruction that is supported by the teacher's use of sheltered instruction techniques for content-based area teaching. ELL students will typically school in this stage for 2-3 years with some mainstreaming. From intermediate the ELL student proceeds to the advanced level 1-2 years. At the advanced level, students will be mainstreamed with continued ESL support. Total mainstreaming occurs at the proficient level. At this level, students will be monitored yearly or bi-yearly to determine students' success.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

Teachers at TPAC will use ongoing informal and formal assessments to determine student progress and success. Teachers will be trained in using the Sheltered Instruction Observation Protocol (SIOP) model which is the foremost empirically validated model for sheltered instruction. Sheltered instruction or Specially Designed Academic Instruction in English (SDAIE), is an academic approach for ensuring academic content area material is comprehensible for English language learners. TPAC teachers with sheltered instruction training will have classrooms that demonstrate systematic, consistent, and focused teaching on both academic and content language to English learners.

The tools that will be used to assess progress are those widely used in the ELL learning environment. These assessment tools will include checklist, rubrics and observations which provide evidence for continued dialogue with ELL teachers, staff, and parents. The cumulative data will reside in a student portfolio which will house the following types of assessment tools.

- The Home Language Survey
- Parent Observational Survey
- Teacher Observational Charts
- Level of Acculturation (LOA) this observation chart\ tool is used to measure the students interactions with peers

- Student Oral Language Observation Matrix: (SOLOM) A rubric that measures comprehension, fluency, vocabulary, pronunciation and grammar
- The initial and subsequent Language Assessment Tests taken annually from K-5
- The Basic Interpersonal Communications Skills (BICS) this assessment is given both L1 and L2. BICS assessment looks at the students casual language use.
- Cognitive Academic Language Proficiency (CALP) assesses the language ability needed for learning academic skills and concepts. This is a challenging area for ELL's because of academic language, there may be little or no context clues and the language may be technical or abstract.

Assessments such as literacy screenings, reading benchmarks and writing samples, and evidence of cognitive learning development will be used to determine student progress and exit from the program.

d. How the school will provide qualified staffing for ELL students.

TPAC will seek to hire a teacher who has teacher certification in ELL, ESL or certified in TESOL and can speak (at least at an intermediate stage) the majority ELL language. We assume that the majority language will be Spanish based on the population of ELL students in Indianapolis. In addition, TPAC will add certified personnel based on the ELL population in the school.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Identification and placement of students into intellectually gifted settings within TPAC will occur in two ways: (1) at regularly scheduled intervals initiated by the school; and (2) at the request of a parent, guardian, or teacher. In the first instance, the school will conduct regular screenings with evidence-based and supported evaluation instruments, such as SAGES-2 (Screening Assessment for Gifted Students), SIGS (Scales for Identifying Gifted Students), or other tools appropriate for screening large numbers of students. If a student scores within acceptable ranges on the screening tests, an Intellectually Gifted Evaluation (IGE) team will meet to consider additional documentation needed for deciding if a student would benefit from a gifted curricular program. When an evaluation is requested by a parent, guardian, or teacher, a meeting will be convened within 30 days to consider such request. Members of that meeting will include the parent or guardian, teacher(s) with knowledge of that student, and at least one person with a strong background and/or teaching license in gifted education. If members of that meeting decide to pursue further documentation, a full evaluation will be completed within 30 days of that meeting.

Once a student has been identified as having the potential to be highly able or intellectually gifted, the school's IGE team will meet with the parent or guardian to explain placement options best suited for that child. TPAC will offer the following opportunities for those students: (1) classroom cluster groupings that follow a tiered

curriculum; (2) cross-grade or between-class groupings that offer advanced placement with a compacted curriculum and/or dual enrollment with an accelerated curriculum; (3) self-contained classroom following an International Baccalaureate curriculum, an individualized custom curriculum, and/or a mentorship partner for an individualized curriculum based on that students' significantly advanced abilities. Program placement is not static but will be considered a continuum along with a gifted student may move depending on the academic benefits and learning needs. All curricula along that continuum require specialized assessment and instructional strategies tied to individual student learning targets that are strongly supported by educational research evidence as being beneficial for the unique learning styles of intellectually gifted students.

b. How the school will provide qualified staffing for intellectually gifted students.

Staffing for intellectually gifted students will be provided primarily by teachers who have licenses indicating their proficiency in teaching these exceptional learners. In addition, TPAC will seek out teachers with the specific high ability certification. Classroom aides will have had targeted training in how to support evidence-based learning practices and instructional techniques. Outside consultants with reputable backgrounds in gifted education may also provide support for TPAC's staff, including any mentors identified for students who occupy that particular spot on the curricular continuum.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Once a student has been identified and placed into an appropriate service spot on the intellectually gifted continuum, the intellectually Gifted Evaluation (IGE) team making the initial placement will assign an Advisor of Record (AR) for each student. That AR will be the primary liaison among the student, family, and school personnel, making one person responsible for tracking each gifted student at TPAC. The AR, who may be a teacher, an administrator, a counselor, or some other relevant staff member, will convene team meetings no less than once per school year at which time targeted learning goals for the student will be determined, written, assessed, and monitored. These meetings will also review and if necessary, revise the placement option(s) for that student. Team members may change over time but will always include the AR, the student's parent or guardian, and teachers with knowledge about the student. In addition to these formal meetings, the learning targets written for each intellectually gifted student will be evaluated at normal grading times and progress reports that occur for their general education peers.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

TPAC will provide a much-needed opportunity to a segment of the central Indiana population that lacks educational access. A large number of the community no longer has quality arts programs in their schools because of budget cuts. TPAC recognizes that this special niche and its individualized approach will work best in a small-school environment. Students will learn better in an intimate environment that gives each student the flexibility and freedom to learn at his/her own pace. Moreover, the team and

coach structure is designed to promote meaningful relationships of support between staff and students, and the school size will encourage the formation of these relationships.

Recruitment

We plan on recruiting students through brochures, our website, community functions and recruitment fairs. Our recruitment techniques will include informing parents about following:

- its unique curriculum that emphasizes “performance arts” learning,
- the opportunity to take college level classes at no cost to the student,
- the employment opportunities in the fields emphasized by the school, and
- the commitment to tailor the education to underserved populations of students to include first-generation prospective college students.

We believe that with the proper recruitment techniques we will be able to enroll the desired number of students from Indianapolis and the surrounding communities. A similar school in Detroit, Michigan called “Winans Academy of the Performing Arts” maintains an enrollment rate of 90% of its total capacity. The high school (9 – 12) has been in operation since 1997.

During the school’s start-up phase, TPAC will take applications from students who desire to be included in the class. If a large number of students apply during this time period, TPAC will use a lottery after the first 100 students. Students in the TPAC will complete their academic requirements throughout the year, and additional spaces will be filled from a waiting list of interested students as spaces become available. The school is open to any and all students who reside in Indiana and desire to enroll. TPAC will not restrict admissions to any student or family on the basis of race, color, gender, sex, disability, religion, ancestry, or national or ethnic origin.

2. Provide the school’s Enrollment Policy, which should include the following:

a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.

b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.

c. Tentative lottery dates and procedures.

d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

See **Attachment 11** - *the school’s Enrollment Policy*

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

TPAC believes that all children have the right to learn in a safe environment that promotes fairness to all. In addition, we believe that students learn best where there are no distractions during the learning process. Consequently, teachers are responsible for maintaining an environment that promotes positive behavior and mutual respect for all

and will have the full support of the administration and counseling staff. The IBMYP includes a curriculum that supports this mutual respect for all and states as its aim to develop students that are internationally minded. This includes understanding the thought of common humanity and a shared responsibility of guarding the planet; ultimately to aid in the creation of a better, more peaceful world. To this end, the curriculum will aid in supporting positive behavior among all students.

Most often, academic integrity and authenticity occurs when students are not taught to properly cite other's ideas. TPAC teachers will instruct students in this skill. The school will teach APA citation techniques. In the event of an occurrence of academic dishonesty on a student work product, the student will be counseled, the parent will be notified via written notification and phone call, and the student will be allowed an opportunity to re-do the assignment for the first offense. If there is a second offense, the student will be counseled with the parent present and the student will receive a failing grade on the assignment. If there is a third offense, the student will be counseled with the parent present and the student will receive a failing grade for the semester and may need to repeat the course during January term or complete the requirements during summer school at some other institution. Any further offense is grounds for suspension and possible expulsion.

Instructions will be given before assessments are administered to avoid dishonesty during the assessment. In the event of an occurrence of academic dishonesty during an assessment, the student will be counseled; the parent will be notified via written notification and phone call for the first offense. The student will not be allowed an opportunity to re-take the assessment and will receive a failing grade for that assessment. If there is a second offense, the student will be counseled with the parent present and the student will receive a failing grade on the assessment and possibly a failing grade for the semester. In addition, the student may need to repeat the course during January term or complete the requirements during summer school at some other institution. Any further offense is grounds for suspension and possible expulsion.

2. Provide the school's discipline policy, which should include a summary of the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
- b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- d. A description of the appeal process that the school will employ for students facing expulsion.
- e. How parents will be informed of the school's discipline policy.

See **Attachment 12** - the school's discipline policy

Parents & Community

1. How have you determined that the proposed school will have sufficient demand to meet enrollment projections?

We have viewed the census reports for the area of interest (Central to East side of Indianapolis). The population of individuals aged 6-13 is over 21,000 and 14-17 is also over 21,000. Also, a large number of community members no longer have quality arts programs in their schools because of budget cuts. TPAC recognizes that this special niche and its individualized approach will work best in a small-school environment. Students will learn better in an intimate environment that gives each student the flexibility and freedom to learn at his/her own pace. Moreover, the team and coach structure is designed to promote meaningful relationships of support between staff and students, and the school size will encourage the formation of these relationships. We believe that with the proper recruitment techniques we will be able to enroll the desired number of students from Indianapolis and the surrounding communities. A similar school in Detroit, Michigan called *Winans Academy of the Performing Arts* maintains an enrollment rate of 90% of its total capacity. The middle school and high school has been in operation since 1997. We believe that the same will occur at TPAC.

2. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Parents/Guardians will always be welcome at TPAC. Upon approval, TPAC will conduct community meetings in the evening to introduce the school to the community. There will be a preview week experience in which parents/guardians must attend to understand the TPAC way and gain other pertinent information. The school plans to build family-school partnerships by keeping a line of communication open. Each student will have a staff mentor that will remain in contact with the student during school and contact the family a minimum of every two weeks. Parents/Guardians will also receive invitations to quarterly assemblies, end-of-year assemblies, performing arts programs and field-trips. TPAC will also have a parent association to aid in organizing various leisure and fund raising events. Parents/Guardians may volunteer in a number of activities including chaperoning, helping staff with school events and activities, aiding in the classroom, and monitoring during lunch and recreation periods.

3. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

TPAC is pursuing and acquiring partnerships with organizations that are in alignment with the school's mission. In order to foster positive family and community involvement, TPAC will work with several partner organizations. Our partners focus on improving academic achievement, including performing arts areas, and mental/social growth with real value-added to our school and we provide a process for evaluating and modifying the partnership. The table of Community Partners is located above under Section I: Evidence of Capacity.

Opportunities are available for auditions to participate in Iibada Dance Company, Gregory Hancock Dance Theatre, Young Actors Theatre and the Indianapolis Children's Choir for a fee. Also, the group and family counseling services will have nominal fees. However, collaboration performance events are in-kind activities. TPAC will negotiate to contract with Boys II Men and New Perspectives for a nominal fee to be paid by the school.

4. Provide evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.

See **Attachment 13** - the community and support from community partners

Performance Management

IMPORTANT NOTE:

The ICSB will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that will be incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standards and ICSB policies. A complete description of the ICSB Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available on the ICSB website.

To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.

1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

TPAC will use Acuity to assess student learning needs and progress throughout the year. The 6-8 grades students will benefit from the English/Language Arts, Math, Science and Social Studies, and both diagnostic and the predictive assessments. The high school Acuity focuses on English/Language Arts and Math and is course specific. TPAC will also acquire data on reading through the use of the *Word Workshop* assessments. Students reading levels will be monitored throughout the year using the program.

2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TPAC will receive academic and behavioral data from the previous schools as a part of the enrollment process. In addition, pre-matriculation assessments will also be a part of the process. The principal and lead teachers will be responsible for making certain that pre-matriculation data is collected, analyzed and distributed to each student's

parent/guardian, individual mentor and team of teachers. The live data will be accessible via the Student Information System for designated team leaders and principal. The teams will meet daily to address each student's needs and make adjustments. In addition, bi-weekly assessment data will be distributed to the team teachers. Instruction will be adjusted to meet the individual student's needs. During the month of January, students will receive intense and focused attention and instruction in their individual area of need. This time will help discover and fill any gaps that may have occurred during the first semester before continuing the school semester. The performing arts data will be used to ascertain where the student is based on the interested performing arts area. This data will help the performing arts area faculty place the students within the school so that they are in the appropriate level for maximum growth. The faculty will track the students' progress and work with the academic teachers and private area teachers to make certain students are continuing to grow. Assessment and growth information for all areas will be shared with parents and students electronically and face-to-face during conferences with the mentor. TPAC will share the conglomerate data with the state Department of Education as required. In addition, an annual report will be distributed to the community via the website and local media. TPAC will also communicate the location of the School Performance Report located in the ICSB's annual Accountability Report posted on the website.

3. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

There are three sources we are considering for managing student and other school data:

- Power School
- Skyward
- School Master

All software packages are compatible to the requirements established by the Indiana Department of Education. The system will have the following attributes:

Flexibility and Control for Administrators

Each feature fully integrated functionality for the day-to-day management of student data and administrative processes:

- Real-time access to the centralized information they need, allowing for data-driven decision-making that serves the interests of students at every level.
- A system that operates on a single workstation or on networked workstations for elementary, secondary, or K-12 schools. We will have all the components necessary to manage the unique data related to your school's students and facilitate data-driven decision making at the site-level.

Easy Web Access for Teachers and Parents

Using web application, from any web browser, teachers can easily access their grade books to enter marks and attendance. We will give teachers the ability to securely access their classroom data from virtually anywhere.

Parents can also stay informed with a parental access support site. This gives parents secure and confidential Web Portal access to student progress data they need, such as

grade book information and attendance. Having this level of insight helps empowers parents, for greater participation and accountability.

Technology Expansion

With flexible technology and a user-friendly interface, the student information system will be designed for performance and efficiency. The system will have the ability to be deployed in a variety of environments (Internet, WAN, LAN, stand-alone), which makes it more compatible with your school or district's technology architecture.

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Before the school begins, teachers and administrators will receive data management training from various organizations and individuals. First, Acuity will provide training to the administration and staff regarding its assessment product. Part of the training will include interpreting and using the data to improve student learning. Second, Dr. Marsha Gentry will provide instruction on differentiation based on given data. Third, Dr. Roxie Sporleder will train teachers on gathering and interpreting reading data. In addition, she will train teachers how to use the reading program to help students improve. Finally, the principal will provide on-going professional development on using data to improve student learning.

5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

It is the responsibility of the Principal to ensure that student academic achievement occurs. In the event the school falls short of ICSB established expectations, the Executive Director and TPAC Board will meet with the Principal to determine appropriate actions for correction. This meeting will take place shortly after the close of the specific school. During the meeting, a plan of action will be developed that will ensure student achievement for the following year. Dependent upon the circumstances and the data, the plan of action may include (but not limited to) the following:

- A written Performance Improvement Plan (PIP)
- A probationary period
- Dismissal from the position

TPAC believes that the individual teachers are a part meeting academic achievement expectations. Teacher evaluation and professional development will occur throughout the year. Those not performing per expectations based on student growth and data from observations will also experience (but not limited to) the steps listed above. For plans to address students falling short of academic expectations, please refer to Section II under Special Populations and At Risk Students.

SECTION III: IMPLEMENTATION PLAN

Human Capital School Staffing Structure

1. Provide an organizational chart for the proposed school at full capacity. The chart should identify all administrative, operational, instructional and non-instructional

personnel, as well as any paraprofessionals or specialty teachers. The organizational chart should clearly delineate the roles and responsibilities of the governing board and staff.

See **Attachment 14** - an organizational chart

School Leadership & Staff Hiring, Management and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

The Chairman of the board has access to potential teaching candidates as a professor in a teacher education department. Those partnerships include IUPUI, Purdue and IWU. with universities throughout Indiana throughout the Education department to recruit teacher candidates and will use those sources to recruit teachers Our relationships with known sources. The timeline for recruiting will begin January 2013 concluding in April 2013 as described in our start-up plan. Hiring and dismissals are conducted by the Principal. The principal will follow the outline as written in our personnel manual.

TPAC will seek teachers who have a Bachelor's degree with 1 to 3 years' experience within area of subject matter expertise. In addition, candidates should have analytical, evaluative, and critical thinking skills and working knowledge and understanding of pre-college educational programs. Finally, candidates should possess demonstrated ability to implement positive classroom arrangement techniques with a diverse student population.

2. Most charter applicants propose to use vigorous recruitment, professional development, and management practices to ensure that all of the school's teachers are high-performing. In reality, only a fraction of teachers in most schools actually achieve outstanding outcomes with students. In light of that near-inevitable outcome, how will the school ensure that every student has access to excellent teaching? Will the staffing model incorporate innovative technologies or instructional techniques toward that end? If yes, how?

The teaching staff will have access to IB developmental resources to ensure the teaching process expected at TPAC. We will utilize technologies design to strengthen this instructional process. These technologies will be incorporated in the classroom instruction to give students a hands on working knowledge of the subject matter.

3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The evaluations will be conducted by the Principal using the state RISE evaluation documents. Teachers receive at minimum weekly observations by the principal and receive feedback. In addition, the observations will focus on planning and instruction, leadership and professionalism.

4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

Performance	TPAC will recruit and train effective teachers and support professionals.
Performance Indicator	Internal Quality Assurance measures Internal performance review process – Teacher Effectiveness Rubric
Assessment Tools	Teacher Effectiveness Rubric
Assessment	Standardized assessments will be used to evaluate the progress of each teacher
Scoring Consistency	Standardized assessments will be used
Baseline Data	Previous work history, recommendations, references
Teacher Effectiveness Rubric Indicators	3 Domains of the Rubric: <i>Domain 1: Purposeful Planning</i> <i>Domain 2: Effective Instruction</i> <i>Domain 3: Teacher Leadership</i> Ineffective (1) Improvement Necessary (2) Effective (3) Highly Effective (4)
Evaluation Targets	Does not meet standard: Teachers in either Ineffective or Improvement Necessary Status in 2 or more Domains Approaching standard: Teachers in Improvement Necessary Status in 1 or more domains, no Ineffective Status Meets standard: Teachers in Effective Status in 2 of 3 domains Exceeds standard: Teachers in Effective and Highly Effective Status in all 3 domains

The school will utilize the consistent observation method as well as reviewing standardize test scores to identify and address development needs or concerns. The Principal will conduct these on-going evaluations and conduct one-on-ones with the teachers. Teachers needing improvement will be addressed immediately and put on a performance improvement plan to demonstrate when the action plan is met. If there is no evidence of improvement, the teacher will be released.

5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

Compensation is based on the average annual pay within the Indianapolis market for charter school educators. As a charter school, we will participate in the teachers' retirement fund in accordance with the State of Indiana's requirement. Compensation includes insurance, teacher's retirement, and bonus structure as earned.

Supervisors should conduct regular, timely performance reviews. These reviews should take place regardless of whether the employee is eligible for an increase. A performance evaluation is not necessarily linked with a salary increase. Supervisors may review performance more often than is required by the performance review policy.

Employees of The Performing Arts Conservatory will be at-will employees and will not use contracts. The following are the basic benefit programs in which full-time employees may participate:

- Comprehensive Health Plan
- Wellness Program
- Employee & Dependent Life Insurance
- Comprehensive Dental/Vision Plan
- Section 125 Plan
- Pre-tax Health & Dental/Vision
- Retirement:
- 403(b) Retirement Savings Plan
- FICA
- Employee Assistance Program (EAP)

The Performing Arts Conservatory includes incentives in order to reward high performing teachers via merit increases. This incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as “highly effective” during their RISE evaluation are eligible for a performance-based bonus. In addition, effective and highly effective teachers are eligible for merit-based raises. Ineffective teachers will not be eligible for pay increases.

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

Before the school opens, the leaders will participate in training that will assist in developing a team to establish the desired culture of the school. The school leaders will also participate in leadership development classes and workshops. The Executive Director will focus on leadership training in the charter schools specifically for business and finance management. The principal will focus on IB-MYP developmental courses and Word Workshop courses to assist in the engagement of the teachers.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

New teachers participate in an annual New Teacher Induction for two weeks prior to the beginning of the school year. Teachers attend professional development sessions provided by TPAC and designed with a focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the grade level expectations, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the needs assessment and student data analysis are the basis for professional development throughout the year. The topics will include:

- TPAC Overview, Mission, Vision, and Core Values - “TPAC” way / culture
- IB Instructional Strategies

- Introduce curriculum
- Review books
- Set up rooms
- Prepare for preview week – students (7/22 – 7/26)

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school’s calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Teachers at TPAC will receive feedback regularly through no less than monthly observations, and more often, weekly. Two formal reviews will occur in the fall and spring using the RISE evaluation form developed and adopted by the state of Indiana. The observations and reviews will address planning and instruction, leadership and professionalism. The principal will meet with the teacher after the observation session to provide feedback and support for improvement. In addition, student and parent survey data will be collected annually and shared with the teacher to aid in the process of improvement. Outside of the 4 professional days built in the calendar, TPAC teachers will utilize Friday which is an early dismissal day to allow more time for instructional development and planning.

Policies and guidelines for continued performance development will include:

- IBMYP training
- Word Workshop Training
- Performing Arts Integration
- Differentiation Training
- Other personal development workshops to develop within skill-set or as required by federal, state, local labor boards.

4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

We will utilize an evaluation tool at the conclusion of the sessions offered to measure immediate effectiveness. During the one-on-one sessions, the Principal will follow-up with teachers regarding how they (teachers) have incorporated the new process recently learned from the professional development in their classroom and if it was successful or unsuccessful.

Start-Up & Operations

1. Start-Up Plan. *Provide a detailed start-up plan for the period leading up to the school’s first day of student attendance.*

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance, as well as the school’s first day of operation per IC § 20-24-3-4.

b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

See **Attachment 15** – Start-up plan

2. Start-Up Staffing and Costs. Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook.

See **Attachment 17** – Budget and Staffing Workbook

3. Transportation. *If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if and as applicable.*

TPAC will not provide transportation. It is therefore the responsibility of the families to transport the students to and from school daily. School event transportation needs will be contracted as needed. The founder has worked with a company and will inquire about their services for field trips and other outside of school events. TPAC plans to contact the Indianapolis bus company to work with them to provide vouchers for qualified students as needed. If there are students with disabilities, TPAC will make certain that transportation for activities are wheelchair accessible and meet the other needs the students may have.

4. Safety and Security. *Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.*

TPAC's plan is to provide a safe environment conducive for academic and performing arts growth and achievement. Consequently, the TPAC Administration will conduct regular fire, tornado and safety (complete lock down) training and drills to ensure that all staff and students are prepared in case of an emergency. These events will be audited and feedback will be provided to the staff to assess preparedness. Emergency procedures established for fire, tornado, and emergencies shall be posted in each classroom. In addition, TPAC will hold a lock-down drill. Staff is required to be familiar with these procedures and give necessary directions to students. Parents/Guardians are asked to re-enforce these procedures. The following are the procedures:

Fire

- Remain silent from the beginning until returned to the classroom
- Everyone must leave the building

Tornado

- In the event of a tornado, students will not be released from school unless a parent/guardian or designated person picks them up
- Proceed immediately to the pre-designated tornado shelter areas
- Remain silent from the beginning until returned to the classroom

Lock-Downs

- Follow directions of supervisory adults
- Remain in present area until given further instructions

The facility will have a digital security camera system which will be utilized as a deterrent to inappropriate behaviors and threats to the learning environment, as well as a tool for investigation and training. All doors will be secured from outside entry. There will be one main entry door that will be a security door. The office staff will be able to see

visitors and allow access through the secure door. Staff will be able to enter the doors by using a scan, keyless entry card. Parents/Guardians and visitors are welcome in TPAC, but must enter the secure door which will lead directly into the office area. The office staff will assist in obtaining access to the needed area(s) within the school after the guest electronically signs in. A picture will be taken on the computer with the time displayed. The guest must provide picture ID.

TPAC's Administrative staff will work actively with the insurance agents and carriers for risk assessments, audits, training, policy reviews, additions and deletions to listed coverage, and for business development practices. Only the executive director can make changes to insurance coverage, identify a third party as an additional insured, or provide proof of insurance to a third party. TPAC will work with the IT supplier to provide continued instruction in the case of an incident that would disrupt the normal schedule.

Because TPAC does not provide transportation, middle school families will be issued a name plate to be displayed when picking up children. For early dismissal of all students due to appointments, the student must be retrieved from the main office. Picture ID is required and the person picking up the student must be on the list supplied by the parent/guardian during enrollment.

5. Technology Specifications and Requirements (for Blended Learning and Virtual Operators only).
Not applicable

6. Insurance Coverage. *Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis.*

The applicant should provide an estimate from an insurance agent/broker for the insurance coverage detailed below. The insurer must be rated A-VII or better by A.M. BEST or a comparable rating service. The Indiana Charter School Board requires the following minimum insurance coverage per school:

Workers' Compensation Liability: Workers' compensation benefits for all employees as required by law.

Commercial General Liability: Limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover corporal punishment liability, sexual abuse/molestation liability (including Innocent Party Defense coverage), and medical payments of \$15,000. The Indiana Charter School Board and the Indiana Department of Education must each be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from school operations/services.

- Directors' and Officers' Liability and Legal/Professional Liability: Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to operation and management of the school with limits of not less than \$2,000,000 per claim. Coverage must include Employment Practices Liability and Sexual Harassment.
- Automobile Liability: Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with school operations/services, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage.
- Umbrella/Excess Liability: Umbrella or Excess Liability Insurance with limits of not less than \$2,000,000 to provide additional limits for underlying general and automobile liability coverages.
- Property Insurance: Property insurance for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses.
- Student Accident Coverage, including coverage for athletic participation, must be carried in a manner that provides primary coverage for students who do not have health insurance, and excess coverage for students who do have health insurance.
- Fidelity Bond: Fidelity bond coverage or equivalent Employee Dishonesty liability insurance in the amount of at least \$200,000 with a responsible surety company with respect to all of the school's employees as may be necessary to protect against losses including, without limitation, those arising from theft, embezzlement, fraud, or misplacement of funds, money or documents.

See **Attachment 16** - an estimate from an insurance agent/broker

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. *If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations.*

TPAC is in the process of locating a facility suitable for the best instruction in academic subjects and the performing arts. The school will need approximately a 20,450 sf facility the first year. With plans to add a grade each year, the space needs for years 2-5 are 26,200 sf, 29,800 sf, 32,900 sf, and 40,100 sf respectively (see Table below). Year five would be at capacity. We have toured primarily turn-key buildings with classroom and

office furnishings and equipment included and anticipate a minimum cost. TPAC has been working with a real estate broker through Colliers International, Yumi Prater. She has extensive experience locating facilities for charter schools in the Indianapolis, IN area. We have toured several buildings and are in contact with the sellers through the realtor in the central and east sections of the city. We have also contacted the Charter School Development Corporation for financing assistance of renovations and upgrades and are working with Mr. Al Dubin (see attached letter). We plan to lease the first few years as we continue to search for a permanent facility to be secured by year 5 when we are at capacity.

Space	Sq. Ft.	<u>#YR</u> 1	Total	<u>#YR</u> 2	Total	<u>#YR</u> 3	Total	<u>#YR</u> 4	Total	<u>#YR</u> 5	Total
Class Room	900	9	8100	13	11700	13	11700	13	11700	17	15300
Ex. Dir. Office	100	1	100	1	100	1	100	1	100	1	100
Prin. Office	100	1	100	1	100	2	200	2	200	2	200
Admin Office	100	1	100	1	100	1	100	1	100	1	100
Other Offices	100	1	100	1	100	2	200	2	200	3	300
Media	1800	1	1800	1	1800	1	1800	1	1800	1	1800
Caf.	3000	1	3000	1	3000	1	3000	1	3000	1	3000
Gym/ Aud./ Dance	7000	1	7000	1	7000	1	7000	1	7000	1	7000
Science Lab	1200	1	1200	1	1200	1	1200	2	2400	2	2400
Music Reh. Room	1200	1	1200	1	1200	2	2400	2	2400	2	2400
Drama Room	1200	1	1200	1	1200	1	1200	1	1200	1	1200
Art Room	1200	1	1200	1	1200	1	1200	1	1200	1	1200
Mech./ Storage	300	1	300	1	300	1	300	1	300	1	300
Rest-rooms	250	2	500	2	500	2	500	4	1000	4	1000
Conf. Room	300	1	300	1	300	1	300	2	600	2	600
Nurse	200	1	200	1	200	1	200	1	200	1	200
Fac. Work-room	300	1	300	1	300	1	300	2	600	2	600
Comp./ Tech. Room	1200	1	1200	1	1200	1	1200	2	2400	2	2400
Sub Total	20450		26200		29800		32900		36400		40100

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Not applicable (see number 1 above).

Budget & Finance

IMPORTANT NOTE: Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts:
<http://www.in.gov/sboa/>

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Financial management will be provided by the Board of Directors working directly with the school Executive Director. Although the Executive Director will be ultimately responsible for the day-to-day management of the school's finances and for ensuring that the school stays within the annual budget, the Board (specifically the Finance Committee) will work with the Executive director to construct a feasible annual budget and will approve the final budget and any modifications that may be requested throughout the year.

The Finance Committee will meet regularly and has the general responsibility of (1) reviewing the operating and capital budgets of TPAC and make recommendations to the Board of Directors, (2) considering and issuing recommendations relating to the financial affairs of the corporation including, without limitation, books and accounts of the corporation, audits, insurance, investments, and the management of endowments and trusts, (3) reviewing the financial feasibility of projects, (4) overseeing the fundraising, and (5) overseeing the acquisition, development and maintenance of TPAC property, assets, physical plan and facilities. The Board and Finance Committee will monitor monthly budget statements and will request additional financial information as often as necessary to ensure the school's solvency. The Board will obtain a yearly independent audit through an outside CPA or firm, as well as through the State Board of Accounts as required.

We have hired Bookkeeping Plus, Inc. to handle bookkeeping and payroll, as well as clerical duties, in our first year of operation. The Board of Directors will be involved in making sure the internal control and safeguarding policies address compliance with all laws and the CMSC by-laws, conflicts of interest, segregation of allowable and

unallowable costs, signature of authorities, donor intent, timeliness of entries to ensure records and reports are current, government and public access to records, accounting procedures, budget development, and financial reporting.

We recognize that a charter school, especially through its start-up phase, is both a nonprofit organization and a public school therefore we will fully comply with all laws and regulations governing public charter schools and will maintain a strong, healthy organization. The board will develop procedures that ensure long-term fiscal viability and will follow generally accepted accounting practices and comply with all laws and regulations governing charter schools. The CMSC Board will play the primary role in overseeing financial strategic planning (including determining annual and long term fundraising needs), budgetary review, and fiscal oversight in order to assure the school leadership that the school has the money it needs and to assure the public that its dollars are spent responsibly. The Board treasurer will report regularly to the Board about current financial status and fiscal policy compliance. A clean annual audit, Certificate of Good Standing, and clear chart of accounts will serve to document the achievement of these goals.

2. Provide a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template.

See **Attachment 17** - 5-Year Pro-Forma Budget

3. Provide a detailed budget narrative. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:

a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

Both the Executive Director and the Board of Directors will participate in the development process. Currently, our fundraising plan is very conservative and includes public sources, foundation grants, corporate sponsorships, an annual drive, and special events. During the start-up phase, we will detail this plan, and as needs are identified. The Principal will also be involved with grants, allocations, and other funding when appropriate.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

All areas mentioned above are budgeted, however we will maintain cash in reserve for emergencies. We anticipate receiving categorical funding for special education. Retirement is budgeted in the compensation plan.

See **Attachment 18**, a detailed budget narrative

4. Additional Requirement for Pre-Existing Non-Profit Organizations: If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as **Attachment 19**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including *ICSB 2012 Charter School RFP: New Operators Page 24* balance sheets and income statements (at least through the end of June 2011). ***NOTE: There is no page limit for this attachment.***

Not applicable

Attachment 1: Founding Group Resumes

Founding Group Resumes

Below is a list of founding group members with roles. The resumes are following.

1. Robert T. Townsend – Board Chair
2. Kevonna Hunter – Board Secretary
3. Rochelle Duff – Board Treasurer
4. Jeanne Lausten – Board Member
5. Kimberly McElroy-Jones – Board Member
6. Petic Lane-Lynch – Board Member
7. Ron Gibson – Board Member
8. Richard L. Walker, Jr. – Board Member
9. Leslie Crump Bartolowits – Board Member
10. Bridget Townsend – Proposed Executive Director
11. Kristy Jones – Proposed Principal

Name: Robert T. Townsend

1. Academic Degrees

Degree	Institution	Year	Studies
PhD	University of Illinois-Champaign	1996	Education (C & I)
MME	Indiana University-Bloomington	1991	Music Education
BMus	Western Michigan University	1983	Music Education & Piano Performance

2. Certifications/Licenses

Teaching Licenses (K-12 Music Education, 7/8 All Subjects), States of Indiana, Georgia and Michigan

3. Professional Experience

2006-Present Indiana Wesleyan University – Associate Professor
2003-2006 Indianapolis Public Schools – Music Specialist
2002-2003 Indiana University/Purdue University at Indianapolis – Adjunct Professor
2000-2003 Indianapolis Children’s Choir – Director of Harmony Division
1999-2000 DeKalb County (GA) Schools – Music Specialist
1996-1998 Wayne State University (MI) – Assistant Professor/Director of Music Education
1995-1996 Northern Illinois University – Visiting Assistant Professor
1993-1995 University of Illinois – Graduate Assistant and Fellow
1991-1994 MSD of Washington Township Schools – Music Specialist
1987-1991 MSD of Warren Township Schools – Music Specialist
1985-1986 Beecher Community Schools (MI) – Music Specialist
1984-1985 Foss Avenue Christian School (MI) – Classroom Teacher/Music Specialist

4. Current Professional and Academic Association Memberships

American Educational Research Association (AERA)
Association of Teacher Educators Indiana Unit (ATE-I)
Music Educators National Conference (MENC)
National Alliance of Black School Educators (NABSE)

5. Current Professional Assignments and Activities (non-teaching)

Eastern Star Church – Musician
Indiana Wesleyan University Faculty Senate
Indiana Wesleyan University Chair of the CAPS faculty
Christian Musical Skill Center, Inc. – Board Chairman

6. Professional Growth Activities

<u>Year</u>	<u>Title</u>
2009	NABSE Conference
2009	Curriculum Mapping Conference
2009	Indiana Conference on Response to Intervention
2009	Managing the Angry, Aggressive Student K-12

2008	Mid-West Scholars Conference
2008	No Educator Left Behind Conference
2008	NCATE Conference
2006	Center of Excellence in Leadership of Learning (CELL)
2006	College Board Midwest Regional Meeting
2006	Indiana Music Educators Conference (IMEA)

7. Scholarship

Papers and Presentations:

<u>Year</u>	<u>Presentation</u>
2012	<i>Vocal Production</i> Presentation for the Association of College Gospel Choirs, Bloomington, IN.
2008	<i>The Non-Traditional Adult Learner</i> Presentation for the faculty of MedTech College, Indianapolis, IN.
2008	<i>Learning with Mr. Bloom</i> Presentation for the Business and Management Programs of Indiana Wesleyan University, Indianapolis, IN.
2008	<i>Disposition Expedition: Deficit or Development Model?</i> Co-presented at the No Educator Left Behind Conference, Indianapolis, IN.
2008	<i>Course Writing is Like Jazz: Improvisation and Collaboration in Course Design</i> Co-presented at the Consortium for the Advancement of Adult Higher Education, Richmond, VA.
2008	<i>Course Writing is Like Jazz: Improvisation and Collaboration in Course Design</i> Co-presented at the Mid-West Scholars Conference, Indianapolis, IN.
2007	<i>Curriculum.</i> Presented an ACSI workshop, Indianapolis, IN.
2006	Discussion Group Leader at the I-ATE Meeting, Indianapolis, IN.
2003	<u>Kodaly in the choral classroom.</u> Presented at the annual summer conference of the Indiana Choral Directors Association, Indianapolis, IN.
2002	<u>Repertoire and rehearsal procedures of African-American gospel music.</u> Presented at the annual conference of the Indiana Music Educators Association, Indianapolis, IN.

Research:

2010	<u>Mentoring Indiana Special Area Teachers: We Must Improve.</u> Unpublished Co-authored research submitted to the Mid-West American Educational Research Association May, 2010.
2010	<u>Report Card on the Unfunded Mentoring Program in Indiana: New</u>

Teachers' Voices Are Finally Heard. Co-Presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.

- 2004 The effects of frequent writing on improved writing skills of 4th and 5th grade students in an elementary music classroom.
Unpublished action research project, Indianapolis Public Schools.
- 1996 The music teaching and learning process in an African-American Baptist church (Doctoral dissertation, University of Illinois, 1996).
- 1995 Music participation patterns at a Midwest, urban high school.
Unpublished manuscript, University of Illinois at Urbana-Champaign.

Publications:

- (2012). *Oh! What a Beautiful City!* Milwaukee, WI: Hal Leonard Corporation.
- (2012). *Christmas Is Milwaukee,* WI: Hal Leonard Corporation.
- (2012). *Adoramus Te Milwaukee,* WI: Hal Leonard Corporation.
- (2008). *All My Sins 'Been Taken Away.* Milwaukee, WI: Hal Leonard Corporation.
- (2007). *What is this Joy?* Indianapolis, IN: Colla Voce Inc.
- (2003) *I will praise you, oh Lord.* Milwaukee, WI: Hal Leonard Corporation.
- (2003). *I will sing.* Milwaukee, WI: Hal Leonard Corporation.
- (2003). *Every time I feel the spirit.* Milwaukee, WI: Hal Leonard Corporation.
- (2001). Suitable for big mama's house: African-American sacred music. *ICDA Notations* 22 (2), 10-11.
- (1999). The music of James Furman. In S. A. Floyd, Jr. (Ed.), *International Dictionary of Black Composers.* Chicago, IL: Fitzroy Dearborn Publishers.
- (1997). The use of chest voice in African-American religious singing. In B. A. Roberts (Ed.), *Sharing the voices: The phenomenon of singing* (pp. 252-255). St. John's, Newfoundland, CA: Memorial University.

8. Service

<u>Year</u>	<u>Activity</u>
2011	Served on a dissertation committee
2011-2012	Volunteer Parent, University High School
Summer 2010	Organized and Co-Managed Indianapolis Public School Summer Choir Camp
2009-2010	Indianapolis Public Schools All-City High School Choir Guest Conductor
2009-2010	Volunteer Parent, Heritage Christian School
2008	Volunteer Parent, Jewel Christian Academy
2006-2008	Provided Music Instruction, Jewel Christian Academy
2007	Summer Camp Volunteer, JCA Summer Camp

9. Related Accomplishments and Awards

2006	Nominated Who's Who in Education.
2009	Cambridge Who's Who.

KEVONNA M. HUNTER

EXPERIENCE

Marion County Prosecutors Office, Indianapolis, IN

January 2011 – Present

Deputy Prosecutor, D-Felony Unit

- Negotiate sentencing/placement and plea agreement terms with public defenders and private counsel
- Manage 20-50 cases for weekly bench trials, pre-trial conferences, probation, and suppression hearings
- Organize and prepare cases for all phases of litigation, including jury trials and dispute resolution
- Consult with victims and police officers regarding case status, plea agreements, and protection orders

U.S. Department of Veterans Affairs, Indianapolis, IN

December 2009 – July 2010

Ratings Specialist, Rating Board

- Managed full caseload of veteran claims for disability compensation
- Rendered rating decisions and advised on federal, procedural, and administrative regulations
- Weighed evidence and testimony to conduct disability pre-decision hearings

Office of the Indiana Attorney General, Indianapolis, IN

September 2008

– December 2009

Law Clerk, Civil Rights and Employment Litigation

- Drafted motions, answers, appellate briefs, and memoranda regarding Title VII violations
- Revised an organized documents for class actions, employment discrimination, and wage disputes
- *Westlaw* Certificate: Settlements and Negotiations

Sixty Plus, Inc., Lansing, MI

January

2008 – August 2008

Legal Intern, Elderlaw Clinic

- Drafted representation agreements, wills, medical and durable powers of attorney
- Interviewed clients regarding legal assistance and case status
- Conducted guardianship reviews, site visits, and submitted court recommendations
- Negotiated case settlements for clients, especially debt resolution matters

Elder Law of Michigan, Inc., Lansing, MI

February

2006 – October 2007

Legal Intern, The Michigan Pension Rights Project

- Resolved Employee Retirement Income Security Act claims for clients over age 60
- Drafted memoranda, letters, and advised on appeal for client's private/public retirement plans

- Managed 25-35 cases per week and recovered over \$371,000 in pension benefits
- Trained new legal interns on office procedure, pension law, and case management

INSTRUCTOR

Indiana Wesleyan University, Indianapolis, IN

March 2010 – Present

Adjunct Faculty, College of Adult and Professional Studies

- Facilitate Communications, Business Law, and Negotiation/Conflict Resolution workshops
- Research and coordinate workshop material for weekly presentations and lectures
- Deliver information and train workshop participants for advancements in best practices
- Assess student knowledge on written assignments, oral presentations, and group dynamics

EDUCATION

Thomas M. Cooley Law School, Lansing, MI

January 2009

Juris Doctor, Litigation; Top Third of Class

- *The Pillar*, Managing Editor
- Moot Court First Year Competition, Finalist and 10th Best Advocate

Ball State University, Muncie, IN

May 2002

Bachelor of Science, English; Department Honors and Dean’s List

- Mary Etta Tyler Rose Outstanding Service Award
- Residence Hall Association, Resident Assistant/Council Member

ADMISSIONS

Indiana State Bar, Indianapolis, IN

October 2009

United States District Court; Northern and Southern District

CERTIFICATES

November 2010

State of Indiana, Substitute Teacher Certification

April 2010

Veteran Benefits Academy, Ratings Specialist Certification

MEMBERSHIPS

Indianapolis Bar Association

The Performing Arts Conservatory, Board of Directors – Secretary

ROCHELLE K. DUFF

ACCOUNTANT / FINANCIAL SERVICES

Corporate Accounting & Reporting

Comprehensive experience, supporting basic, advanced finance and corporate accounting functions in high-growth, mature corporation environment. Technical expertise includes:

- Accounting Close
- Financial Reporting
- Merger / Acquisitions
- Reporting Deadlines
- Intercompany
- General Ledger Maintenance
- Project Lead
- Offshore Liaison
- Corporate Payroll
- Bonus / Severance
Accrual
- Reconciliations

Value-Added Strengths:

- Organized, analytical and precise with proven ability to assume increasing levels of responsibility. Keen problem-solving skills and acute attention to detail. Exceptional work ethic.
- Proven opportunities to exhibit leadership, negotiation, and interpersonal skills.
- Perform in competitive and fast-paced environments; able to manage multiple priorities / projects simultaneously; meet critical deadlines. Work well independently as well as collaboratively in a team.
- Excellent oral, written, and presentation communication skills; interact effectively with diverse groups and all levels of management.

CAREER HIGHLIGHTS & ACCOMPLISHMENTS

WELLPOINT, INC. Indianapolis, IN 1993 – Present
(Fortune 50 company. The nation's leading health benefit's company serves approximately 34 million medical members licensed in 14 states through Blue Cross and Blue Shield branded and non-Blue branded operations with 40,000 associates nationwide.)

Financial Consultant (12/2008 – Present)

Sr. Accountant/Accountant Consultant (5/2005 – 12/2008)

Payroll Staff Accountant (9/1998 – 4/2005)

Tax / Investment Analyst (5/1995 – 9/1998) (dual role)

Sr. Accountant Clerk (5/1993 – 5/1996); **Accounting Clerk** (6 months)

Experience in general accounting and management reporting

Selected Accomplishments:

- Assisted in the development of associates in Payroll Accounting.
- Implemented several efficiencies and made improvements, such as, streamlined the methodology to annual bonus payout accrual, the true-up process for prior year bonus payout, allocation of PTO expense, modified the approach of overdrawn cash (Negative cash).
- Developed process for recording inter-company entries; simplified and revised the monthly close procedures; moved some functions to pre-close status to reduce time required for regular month-end close processes.

- Project Lead for year-end transfer. Organized and formed team of cross-platform associates (Cost & Budget, HR Payroll, and Payroll Accounting) to implement new process to correct improperly mapped cost center associates at year end. Reduced erroneous transfers from 1700 to 50.
- Created a new process to audit the security access to the General Ledger Payroll Interface Research (PSC) database.
- Increased the quality of information interfacing to the General ledger and enabling the Tax Department to automate some of their return calculations.
- Enhanced the chart of accounts (over 5000 accounts) rollups to match the 10K Financial Statement caption.

ROCHELLE K. DUFF

PAGE TWO

CHRONICLE OF EXPERIENCE: (WELLPOINT, INC.)

Financial Consultant, WellPoint (2008 – Present)

- Provides technical leadership in identifying objectives, key issues, approaches, performance metrics, resources required, timeliness, and results.
- Coordinates chart of account maintenance (over 5000 accounts) requests and monthly meetings. Refresh data dictionary for General Ledger (G/L) definitions updating quarterly.
- Maintain, prepare journal entries, and reconcile for bonus (quarterly/annual), merger transaction costs, credit card monthly fees, management service agreements, and other accrued expense liability accounts in compliance with company policy.
- Participate and coordinate work team to integrate acquired companies into the WellPoint financial system.
- Manage the monthly lead sheets and prepares the monthly and quarterly certification statements.
- Set strategic direction of projects; manage projects to deadlines, which may include leading people and managing deliverables.
- Offshore liaison for intercompany, negative cash, and bonus accrual.
- Prepares P & Ls, balance sheet trends, monthly close reports, corporate close calendar, and ad hoc analytics.
- Work on extremely complex problems/issues where analysis of situations or data requires an evaluation of intangible factors, innovative solutions, and effective and collaborative leadership.
- Responsible for the updating and managing the SharePoint sites for the financial close and Intercompany.

Accountant Consultant, WellPoint (Anthem) (1998 – 2008)

- Prepared payroll trend analyses for annual bonus payout, PTO accrual, severance accrual and expenses: Designed research plans for data gathering and analysis.
- Maintained and reconciled the General Ledger (GL) accounts for payroll cash, liabilities account and expenses; created Excel spreadsheet and Access database reports and documents as required.
- Mentored, trained, and coached lower level accountants. Reviewed over 200 reconciliations for the department before approval by Senior Management.
- Prepared and reconciled Negative Cash, prepaid and accruals.
- Working relationship with the Payroll Analyst to ensure proper GL accounting.

- Provided quality customer service to clients as well as ensures promotion of service-oriented approach to assigned functional area(s).
- Maintain and upgrade all payroll GL/HRSolution functions and systems.

EDUCATION & PROFESSIONAL DEVELOPMENT

Master of Accounting & Financial Management, KELLER GRADUATE SCHOOL OF
MGMT, Indianapolis, IN – August 2009 –Graduation Date December 2011

Qualified CPA Candidate –Current Becker Student

Master of Business Administration, ANDERSON UNIVERSITY, Indianapolis, IN – Graduate
2007

Bachelor of Science, Accounting, INDIANA WESLEYAN UNIVERSITY, Indianapolis, IN – Graduate
2004

Certificate in Criminal Justice, INDIANA WESLEYAN UNIVERSITY – Graduate 2004

COMPUTER SKILLS: MS Office Suite (Word, Excel, Access, PowerPoint); PeopleSoft GL/HR;
Hyperion Essbase

Jeanne K. Lausten

OBJECTIVE: Competent, resourceful human resources professional seeks to utilize experience to benefit a growth-oriented organization.

HR EXECUTIVE LEADERSHIP SUMMARY

Strategic HR Leadership: Proactive leader and internal consultant of all Human Resource functions and disciplines, including talent acquisition (executive, professional and technical), EEO/AA and diversity, employee relations, compensation and benefits, organizational development, executive assessment, corporate training and development, safety, worker's compensation, employee communications and community relations.

Change Management: Led organization through merger and acquisition, excelled in complying with due diligence. Executed major transformations including implementing new pay systems and performance appraisal systems. Integral member of a QS 9000 implementation team for an automotive manufacturing firm. Pioneered wellness program and served on a regional Wellness Board of Directors. Led organization through payroll conversions.

Staffing & Succession Planning: Directed succession planning design and implementation including executive/leadership assessment, selection and development and organization design changes.

HR Litigation: Represented organizations in human resource-related lawsuits. 100% of EEOC complaints successfully discharged.

Compensation: Member of a new incentive pay system planning and implementation team. Advisory committee member for equitable compensation strategies. Research and recommend equity adjustments.

Retail Human Resource Administration: Worked closely with all department heads concerning issues of recruitment, wage and salary administration and problem solving unique to a retail environment. Developed human resource / training procedures for all employees.

Compliance: Created all human resources policies and procedures. Developed employee handbook. Created employment application in compliance with state and federal laws. Implemented background and criminal history checks.

EXPERIENCE

Medtech College, Indianapolis, Indiana

Senior Director Associate Experience 2011

Regional Human Resources Director 2007 to 2010

- ◆ Created the human resource function including:
 - ◆ Human resource policies and procedures
 - ◆ Employee handbook
 - ◆ Employment application
 - ◆ Implemented background and criminal history checks
 - ◆ HR metrics for headcount, turnover, recruiting
 - ◆ Job descriptions, salary ranges and compensation strategies
 - ◆ Created human resources budget
- ◆ Integral member of compensation team in planning and developing a new pay system for over 180 adjunct employees.
- ◆ Talent acquisition leader: managed implementation of applicant tracking system, produced recruiting brochure and partnered with outside talent search providers.
- ◆ Managed two payroll conversions
- ◆ Developed and managed climate surveys and an ethics alert line.
- ◆ Researched and implemented benefits plans: medical, dental, vision, STD, LTD, 401K
- ◆ Lead, developed and inspired staff.
- ◆ Instrumental in obtaining Top Workplace Award in 2009 and in 2010.

ITT Educational Services, Incorporated, Indianapolis, Indiana

Human Resources Partner 1997 to 2007 / Employee Relations Supervisor 1988 to 1990

- ◆ Supervised human resources staff at the corporate level.
- ◆ Directed the recruitment, interviewing and selection processes for 26 field locations; recruited, screened and interviewed exempt and non-exempt corporate office personnel and Computer/IT professionals.
- ◆ Ensured compliance with compensation policies and procedures; provided input for review of job descriptions and pay ranges.
- ◆ Primary member of a planning and design team that developed a new performance and pay system for over 4000 employees. Member of advisory committee for equitable compensation strategies. Researched and recommended equity adjustments.
- ◆ Provided training and coaching to College Directors on leadership, performance management, succession planning and retention. Conducted formal presentations at the executive level.
- ◆ Excelled as internal consultant on human resource and organizational policies as well as employment law issues for 160 corporate and 1300 division employees; successfully led union avoidance campaigns.

- ◆ Represented organization in Human Resources lawsuits. Conducted complaint and EEO investigations. 100% of EEOC complaints successfully discharged.
- ◆ Reviewed and approved disciplinary actions to include performance issues, probation, suspensions and terminations.
- ◆ Travelled to field locations in order to implement human resource policies, conduct unionization awareness and education for avoidance, and facilitated benefits conversion and enrollment.
- ◆ Analyzed costs and benefits for employee relocation assistance program by researching and meeting with vendors.

MPI International, Incorporated, Knox, Indiana 1993 to 1997

Human Resources Manager (Automotive Manufacturing Firm)

- ◆ Developed Human Resource function for a 185 employee multi-shift manufacturing organization.
- ◆ Managed disciplinary and termination issues; conducted EEO investigations and participated in hearings; counseled employees regarding work performance and career development.
- ◆ Developed a complaint resolution process and formal employee relations program.
- ◆ Successfully lead union avoidance campaigns.
- ◆ Utilized Total Quality Management to assist in maintaining plant QS 9000.
- ◆ Instituted a safety program including safety committees, safety incentives and worker's compensation seminars.
- ◆ Created a two-tier wage and classification structure; instituted performance and output bonuses.
- ◆ Oversaw supervisory development program and initiated training function.
- ◆ Pioneered a wellness program which received both the silver and bronze Well Workplace Awards from the Wellness Council of America. Served on the Board of Directors of the Wellness Council of Northwest Indiana.
- ◆ Implemented "no cost" benefit programs.
- ◆ Recruited all levels of employees; created a new employee orientation manual.

EDUCATION

Bachelor of Arts. Interpersonal and Public Communication
 Minors: Industrial Supervision & Sociology
 Purdue University, Lafayette, Indiana

Participation in and completion of numerous Human Resource-related training and seminars to include:

- * The Legal Aspects of Hiring and Firing Management Course * Middle
- * Worksite-based Disability Management Program * Supervisory
- * Franklin Covey Time Management Seminar *
- Immigration Seminar
- * Tribal Leadership Transformation * Cultural
- * Effective Strategies and Tools to Control Workers' Compensation Costs

MEMBERSHIPS: Society of Human Resource Management; World at Work

KIMBERLY R. McELROY-JONES, Ph.D.

PROFESSIONAL SKILLS SUMMARY

Dynamic professional with a strong background working in healthcare and education. Valued and trusted leader with a passion for organization, innovation, customer satisfaction and continual improvement. Respected leader who has been recognized for an exemplary work ethic, superior relationship-building abilities, and an unwavering commitment to community service.

Possess the ability to create and maintain an environment of organizational integrity, anticipate and identify internal and external customer needs, foster an environment that promotes open and authentic communication, promote teamwork and cooperation amongst peers and departments and motivate and empower others. I have a broad-based and effective set of core competencies which include:

**Program Development ▪ Project Management ▪ Budgeting ▪ Fundraising
▪ Contract Management ▪ Multi-site Program Administration
Curriculum Development ▪ Workshop Design and Implementation ▪
Team Building ▪ Training and Development**

PROFESSIONAL EXPERIENCE

**St. Vincent Health – Metropolitan Indianapolis-Central Indiana Area
Health Education Center 2007-current**

Executive Director

-Responsible for administration, programming and activities of the Area Health Education Center

- Developed the Metropolitan Indianapolis Central Indiana Area Health Education Center after its initial inception
- Increased budget operations from \$240K to over \$2 million in three years via fundraising, grant awards, and revenue

- Manage projects ranging from \$5K to \$2.3 million via project plans, supervision and monitoring with partners
- Partnered with collaborators and wrote grants resulting in over \$7 million dollars year to date
- Manage daily operations of Area Health Education Center (MICI-AHEC) according to Federal and State guidelines
- Engage community and stakeholders in a nine county region in Central Indiana
- Coordinate the development and structure of programming for health career awareness
- Implementing community programs and achieving objectives and goals as delineated in program work plan annually
- Implementing long term strategy for fiscal sustainability of the center
- Hold regular advisory board meetings
- Maintain department financial operations within budgetary guidelines
- Serve as mentor to multiple students in pursuit of career goals

**Ivy Tech Community College
2007-2011**

Adjunct Faculty- Health Care Support/Pharmacy Technician Certificate Program

- Develop curriculum, lesson plans and presentations for allied health courses
- Instruct allied health, general education courses and clinical practicum
- Supervise students in clinical practicum

**Clarian Health Partners - Methodist Hospital
2001-2007**

Clinical Education Specialist-Health Sciences Education

- Developed curriculum, lesson plans and presentations for allied health and general education courses
- Participated in the recruiting, interviewing and selection process for program students
- Participated in marketing activities for allied health programs
- Instructed allied health, general education courses and clinical practicum
- Planned, scheduled and supervised clinical activities for program students
- Created and maintained positive working relationships with clinical site managers
- Developed and implemented policies and procedures
- Conducted meetings for the Pharmacy Technician Program Advisory Committee
- Maintained documentation for accreditation purposes
- Planned orientation, graduation, placement activities of program students

- Special Assignment: Educational Council Member for Clarian West /Clarian North Medical Center

KIMBERLY R. MCELROY-JONES, Ph.D.

PROFESSIONAL EXPERIENCE (Continued)

**Clarian Health Partners – Riley Hospital for Children
1997-2001**

Supervisor of Pediatric Pharmacy Services

- Managed daily pharmacy operations and a technical staff of 40
- Recruited, interviewed and hired pharmacy technical support staff
- Coordinated the development and implementation of new/revised policies & procedures
- Prepared and conducted employee feedback and corrective action
- Served as Interim Manager of University Hospital technical staff concurrently with Riley Hospital

**Clarian Health Partners – Riley Hospital for Children
1995-1997**

Supervisor of Pharmacy and Hospital Supply Distribution Services

- Utilized the Clinical Support Center to integrate the role of the pharmacy technician and the medical supply technician.
- Implemented in conjunction with Information Systems the installation of bar code technology, which allowed for automatic charging and order placement of supplies directly to the vendor from their point of use.
- **Implemented stockless (JIT) delivery process for medical supplies used for inpatient nursing units at Riley Hospital for Children. The stockless distribution process resulted in approximately \$500,000 savings in labor costs and a \$200,000 decrease in on-hand inventory costs.**

**Indiana University Medical Center – Riley Hospital for Children
1991-1995**

Pharmacy Technician

- Prepared intravenous solutions and filled unit dose and outpatient prescriptions
- Implemented training course for new pharmacy technicians
- Implemented computer systems to support inpatient medication order entry

**The Women's Hospital
1989-1991**

Certified Registered Central Service Technician

- Sterilized and assembled surgical instrument sets for surgical procedures.
 - Assisted surgical and nursing staff as needed.
 - Prepared quality assurance documentation.
-

EDUCATIONAL EXPERIENCE

University of Southern Indiana
June, 2011 – current
Master of Health Administration

Villanova University Six Sigma Certificate
August, 2010
Completed Certificate in Six Sigma Green Belt and Lean Six Sigma, completing Black Belt Certification

Capella University School of Business and Technology
April, 2009

Doctor of Philosophy in Organization and Management: Leadership Focus

Indiana University Center for Philanthropy
May, 2008
Certificate in Fund Raising Management

**Indiana University School of Continuing Studies
May, 2004**

Master of Science in Adult Education

Distance Education Certificate

***Purdue University School of Engineering and Technology
May, 2001***

*Bachelor of Science in Organizational Leadership/Supervision
Human Resources Management Certificate*

**BOARD APPOINTMENTS, VOLUNTEER EXPERIENCE AND
AFFILIATIONS**

**Stanley K. Lacy Executive Leadership Series – Current Class Member,
Class XXXVI**

American College of Healthcare Executives - Member

YMCA Urban Mission Branch – Board of Directors

Children’s Bureau of Indianapolis, Inc. – Member – Board of Directors

Indiana Health Centers, Inc. – Member – Board of Directors

National Association of Health Services Executives-Member

**Indiana Pharmacists Alliance – Indiana Academy of Pharmacy
Technicians- Past President**

Indiana Rural Health Association – member

PETIC LANE-LYNCH

Application Development Manager • IT Operations Director
Successful career coordinating departmental strategy and managing large-scale technology and software engineering initiatives

Solutions-oriented **IT Director** with expertise supervising and leading the design, development, configuration, and implementation of enterprise-wide software initiatives utilizing industry-recognized best practices and methodologies. Influential leadership and supervisory abilities; able to coordinate and oversee cross-functional teams throughout initiatives of all sizes. Dynamic communication skills, with success developing and maintaining lasting relationships with key clients, vendors, and internal/consultative teams, while fully communicating technical solutions to users and executives at all technical skill levels. Highly effective at producing policies and procedures, performing change/configuration management, process engineering, and budget and schedule coordination, while building customer- and results-driven teams to provide engineering, implementation, and support of robust technology solutions for a global user base.

Supervising Engineering Organizations / Project Management / Methodology Development

Software Development Lifecycle / Departmental Management / Budget and Schedule Coordination

PROFESSIONAL EXPERIENCE

Application Delivery Manager, General Motors, Detroit, MI 2001 – Present

Recruited to provide comprehensive management of globally deployed enterprise-wide business solutions, ensuring timely and budget-conscious delivery of large-scale systems and services. Collaborated closely with executives to communicate project status and system capabilities. Negotiated Statements of Work and Contracts while building strong vendor and supplier relationships; served as escalation contact for vendors. Supervised team of 7 direct employees, including mentoring, performance evaluations, and task prioritization, creating cohesive, highly productive team. Ensured adherence with internal development cycle methodology, while participating in Quality, Configuration Management, CMMI, and SOX audits.

Key Achievements:

- Cultivated strong relationships with Business Services client, including benefits, payroll, HR, corporate staffs, financials, and labor relations teams, working closely with team members to identify needs and determine custom solutions.

- Recognized for continued success in project implementation with 3 CIO awards and 1 Chairman award.
- Successfully performed full-lifecycle project management throughout design and deployment of global HR operational data store, including ETL functionality, as well as consolidation of 3 legacy-based regional HR systems into PeopleSoft system.
- Spearheaded migration of 200,000 employees and over 2 million records into PeopleSoft from legacy application, creating centralized HR environment.
- Administered redesign and implementation of 120 interfaces from legacy application to PeopleSoft with Seebeyond functionality, including benefits and payroll.
- Proactively took ownership of post-deployment BPO project, significantly rejuvenating troubled project.
- Identified and implemented numerous projects and procedures aimed at streamlining operations and reducing costs; eliminated \$5 million annually from structural system costs.

Senior Systems Analyst, Dynamic, Saginaw, MI

1999 – 2001

Established consultative relationships with external customers while overseeing full-lifecycle development of new applications. Served dual role as client account manager and systems engineer, managing 3 team members in overseeing analysis and process establishment for new projects. Maintained bottom-line focus on reducing costs and resources while leading all customer initiatives, from requirements gathering and negotiations to systems design, engineering, implementation, and training. Diligently managed project timelines and status.

Key Achievements:

- Forged relationships with new customers while serving as company evangelist, leading to \$200,000 increase in revenues.
- Successfully designed online purchasing system for Tier 1 automotive supplier, managing 3-member team while designing system data structure, data flow, and implementation strategy.
- Designed and managed development of Corporate Supplier Development and Quality System, with close adherence to user specifications and feedback.
- Spearheaded design of Master Process and Planning Summary System for project engineering team, identifying need for system to accurately monitor all proposed development work.

Information Systems Specialist, Center for Banking Education, Troy, MI 1997 – 1999

Ensured functionality and reliability of IT infrastructure including network environment, desktop systems, disaster recovery activities, and all applications. Designed and developed new software solutions to support bottom-line business needs. Developed and administered corporate Web site, as well as maintaining real-time online training solution.

Key Achievements:

- Developed Registration Management system to automate monitoring of courses, locations, staff, materials, inventory, and costs.
- Designed and developed data structure based on user specifications and future systems capabilities, ensuring close alignment of IT solutions with business objectives.
- Provided full lifecycle project management throughout numerous outsourced projects.

Additional experience includes IT Intern (Human Investment and Development)

EDUCATION AND CREDENTIALS

Master of Business Administration, Applied Management; Indiana Wesleyan University

Bachelor of Arts in Computer Science and Business Management; Northwood University

Certifications

Certified IT Professional ~ CMMI Level 2 Training ~ CMMI Level 2 Certification

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PMI Certified Project Management Professional (presently pursuing)

Technical Proficiencies

Platforms: Windows, UNIX

Development: Oracle, SQL, SQR, PeopleSoft, ASP, ColdFusion, Javascript, Crystal Reports, Visual Basic, Java

Tools: Microsoft Office Suite (Word, Excel, PowerPoint, Access, Outlook), Project, Visio, CASE Tools, Shareplex, SeeBeyond

RON GIBSON, MSM

Director/Manager with extensive experience in management, insurance claims, public policy, legislative and regulatory affairs, community relations, and media relations.

- **Proven leadership** in implementing new initiatives, managing results, setting and monitoring performance measurements, and fiscal management.
- **Strong analytical abilities** in assessing trends, data, and public opinion.
- **Excellent communication skills**; multi-level communications in both public and private settings; strong interpersonal skills; and conflict resolution.

Professional Experience:

Ron Gibson, Business Consultant MBE Certified

(September 2007 to present)

Indiana Minority-Owned Business Enterprise (MBE) certified in business and corporate management consultation services, strategic planning and project management. Currently, doing consulting work for a Care Management Organization in Indianapolis for provider relations (attracting and retaining physicians), school based health initiatives, project management and community outreach initiatives.

Councilman, At Large

Indianapolis City-County Council

(January 2000 to December 2007)

Member of the legislative branch of city and county government, which adopts budgets, levy taxes, and enacts/amends local laws. (Elected official)

- Developing of public policy and local laws for the 13th largest city in America.
- Public speeches, appearances and press conferences.
- Committee reviews of budgets and fiscals for city, county and municipal corporations. Combined budgets nearly \$2 billion in public revenue.
- Chairman of the Council's Municipal Corporation, which has oversight for IndyGo, Indianapolis Marion County Public Libraries, Airport Authority, Health and Hospital Corporation (Wishard Hospital), and RCA Dome and Convention Center.

President, Indiana Charter Schools Advocacy, Inc. (Charter School Association of Indiana, Inc.)

Indianapolis, IN

(August 2003 to December 2006)

Successfully advocated for the growth of public charter schools statewide:

- Lobbying state legislators and public officials.
- Monitoring progress through testing data and accountability reports.
- Grassroots support network for charter schools.
- Building and maintaining community relations.

- Supporting research projects and pursuing funding opportunities.

Unit Manager (Investigative Claim Unit/Workers' Compensation)

Travelers Insurance Company

(August 1992 to July 2003)

A fortunate 500 company providing property and casualty insurance. Supervised nine senior claim representatives/adjusters.

- Audited claims and provided settlement authority.
- Coached, counseled, and trained staff.
- Continuous skill development for staff and provided technical expertise and direction.
- Building and developing customer relations.
- Ensured proper utilization of all resources.
- Analyzed trends and ensured files met quality standards.
- Developed effective human resources skills and strategies to meet employees' need.
- Previously held positions as Team Leader and Claim Representative.

Education:

Master of Science in Management, 2004

Indiana Wesleyan University, Marion, Indiana

GPA 3.8

Military Service:

United States Navy

Yeoman Third Class Petty Officer

RICHARD L.WALKER, JR., B.M., M.M.

EDUCATION

NORTHERN KENTUCKY UNIVERSITY, Highland Heights, KY
Bachelor of Music – Performance, 1990

UNIVERSITY OF ILLINOIS, Champaign, IL
Master of Music – Performance, 1993

INDIANA STATE UNIVERSITY, Terre Haute, IN
Doctor of Philosophy – Higher Education Administration, 2013 (In Progress)

ACADEMIC APPOINTMENTS

IUPUI DEPARTMENT OF MUSIC AND ARTS TECHNOLOGY, Indianapolis, Indiana June 2005 – Present

Director of Percussion Studies / Assistant Professor of Music

- Director of the IUPUI Percussion Ensemble, Urban Percussion Ensembles, Afro-Cuban Ensemble, and Steel Pan Ensemble.
- Managed and designed all IUPUI School of Music Websites (Webmaster). 2005-2008
- Teach a Survey of African-American History course and a Web Design for Musicians (Graduate) course.
- Teach other courses related to music technology as needed.

WINSTON-SALEM STATE UNIVERSITY, Winston-Salem, North Carolina August 2004 – June 2005

Coordinator of Music Business / Percussion Studies / Assistant Professor of Music

- Administrate and manage all aspects of the music business program. Actively recruit music business students.
- Manage, build and maintain relationships with music industry professionals and corporations.
- Develop and design music business curriculum that exceeds NASM (National Association of Schools of Music) and NAMBI (NAMM Affiliated Music Business Institution) requirements.
- Manage interdepartmental relationships between the Fine Arts Department and Business Department.
- Direct the percussion ensemble, steel pan ensemble and teach applied total percussion lessons.

UNIVERSITY OF ARKANSAS, Pine Bluff, Arkansas June 2002 – Aug 2004

Assistant Director of Bands, Director of Percussion Studies, Director of Jazz Ensemble, Assistant Professor of Music

- Head the UAPB Music Department's percussion division. Teach applied percussion, percussion techniques and percussion ensemble.
- Assist with all aspects of managing the university bands, includes conducting concert band, arranging percussion cadences, and drill writing for the marching band.
- Direct the UAPB Jazz Ensemble and teach a music appreciation course.

THE UNIVERSITY OF CENTRAL ARKANSAS, Conway, Arkansas 1994 – 1997

Assistant Director of Bands / Assistant Professor of Music

- Developed and implemented educational a curriculum for band and orchestra studies.
- Assisted in management of band program; managed the percussion program.
- Helped with recruitment for the UCA Music Department and UCA Bands.
- Instructed percussion courses and taught other assigned courses.
- Performed as Principal Timpanist with Conway Civic Orchestra.

THE UNIVERSITY OF TEXAS-AUSTIN, Austin, Texas 1993 – 1994

Assistant Band Director

- Assisted in administrative and musical direction of the Longhorn Band.

OTHER PROFESSIONAL EXPERIENCE

AVEDIS ZILDJIAN COMPANY, Norwell, Massachusetts 1997 – 1999

Marketing Manager of Education, Marching and Drum Corps

- Headed Marketing Department's Educational, Band, Orchestra, and Drum & Bugle Corps Division for North America and Canada.
- Developed and managed training programs and designed advertising, marketing, sales, and promotion programs.
- Directed brand management, new product R&D and roll-outs, and point-of-purchase development for education.
- Headed educational artist relations, both in the U.S. and Internationally.
- Managed all aspects of Tradeshows and public relations for Educational Division.
- Conceptualized, created and produced promotional campaigns, advertising campaigns, newsletters, marketing strategies, press releases, and performed market analysis.
- Managed and administered a \$500,000 educational operating budget; supervised events, clinics and scholarship programs.
- Evaluated, analyzed, reviewed, and negotiated contracts between artists and music venues and promoters.
- Managed projects for North America and International Sales Departments with key Educational Dealers.
- Managed the educational endorser program in grade schools, universities, and educational associations.

NETRAVERSE, INC., Austin, Texas (*Ceased Operations, 2002*) 1999 – 2002

Marketing Manager / Quality Assurance

- Developed and managed production of promotional materials, publicity, and advertising and marketing materials, such as press releases, ads, brochures, web banners and feature stories.
- Managed design of software training materials and software packaging
- Assisted with marketing analysis and product positioning for the company to increase brand recognition.
- Helped engineering with quality assurance responsibilities; software testing, design and execute test cases, and report hardware defects.

ENDORSEMENT(S)

AVEDIS ZILDJIAN COMPANY 2000 – present
Educational Artist Endorser (Cymbal products)

REMO, Inc. 2008 – present
Educational Artist Endorser

VIC FIRTH, Inc. 2009 – present
Educational Artist Endorser

PERFORMANCE EXPERIENCE

INDIANAPOLIS SYMPHONY ORCHESTRA 2006 – present
Extra Percussionist

IUPUI SCHOOL OF MUSIC, Afro-Cuban Ensemble April 20, 2005
Guest Soloist, Percussion & Steel Pan

IUPUI SCHOOL OF MUSIC, Afro-Cuban Ensemble August 2005 – present
Faculty Percussion Performer

EASTERN STAR CHURCH ORCHESTRA, Indianapolis, Indiana Oct. 2005 – present
Timpanist

WINSTON-SALEM STATE UNIVERSITY, Concert Choir Dec. 2004 – May 2005
Faculty Percussionist

RICHARD L. WALKER, JR.	RESUME
WINSTON-SALEM STATE UNIVERSITY, Faculty Recital Marimba Soloist	April 26, 2005
UNIVERSITY OF ARKANSAS AT PINE BLUFF, Faculty Jazz Combo Percussionist / Drums	2002 – May 2004
ARKANSAS SYMPHONY ORCHESTRA, David Itkin, Music Director Percussionist	1996 – 1997
CONWAY CIVIC ORCHESTRA, John Roscigno, Music Director Principal Percussionist / Timpanist	Jan.1995 – May 1997
PINE BLUFF SYMPHONY ORCHESTRA, Charles Evans, Music Director Principal Timpanist	Jan.1995 – May 1997 & 2002 – April 2004
UNIVERSITY OF HOUSTON ORCHESTRA, Franz Krager, Music Director Director of Jazz Ensemble, Assistant Professor of Music	Aug.1994 – Dec. 1994
UNIVERSITY OF ILLINOIS AT C-U Japan Tour, University of Illinois Percussion Ensemble, Tom Siwe and Keiko Abe, Co-Directors	September 1992
• Performed combined concerts of selected solo and ensemble repertoire with Toho Gakuen School of Music, Tokyo, Japan.	
DEPTROIT SYMPHONY ORCHESTRA Finalist, Percussion Audition	March 1992
SINFONIA DA CAMERA, Ian Hobson, Music Director Percussionist	1991 – 1993
Champaign-Urbana Symphony, Paul Vermel, Music Director Percussionist / Timpanist	1991 – 1993
DANVILLE SYMPHONY ORCHESTRA, Jeremy Swerling, Music Director Principal Timpanist / Percussionist	1991 – 1993
UNIVERSITY OF ILLINOIS SYMPHONY ORCHESTRA, Paul Vermel, Music Director Principal Percussionist / Timpanist	1991 – 1993
"A FRONTIER TALE" Drumset / Percussion	Summer 1989
• Performer for Cincinnati Bicentennial traveling show. Toured numerous cities throughout Kentucky, Ohio, and Indiana.	
PHANTOM REGIMENT DRUM & BUGLE CORPS, Rockford-Lovespark, IL Drumline	1985 – 1987
• Drum Corps International (DCI) World Finalist. Performed all over the United States and Canada.	

PROFESSIONAL ASSOCIATIONS AND SERVICE

MUSIC ORGANIZATIONS	
Association for the Study of Higher Education (ASHE)	2010 – present
Percussive Arts Society (PAS)	1985 – present
• Arkansas PAS Chapter President (1995 – 1997)	
College Music Society	1996 – present
TI:ME (Technology Institute for Music Educators)	
Indiana Music Educators Association (IMEA)	2005 – present
North Carolina Music Educators Association (NCMEA)	2004 – 2005
Arkansas Music Educators Association (AMEA)	1994 – 1997 & 2002 – 2004
Music-For-All	2005 - present

LESLIE CRUMP BARTOLOWITS

To teach on the elementary or secondary level in general, instrumental or vocal programs.

EDUCATION

Bachelor of Fine Arts in Music; Carnegie-Mellon University, Pittsburgh, Pennsylvania; May 1979.
Teacher certification, Pennsylvania; May 1980.
Completion of 24 credits towards MFA from Carnegie-Mellon, May 1980.
Completion of 11 credits towards MFA from Butler University.
Teacher certification, Indiana; August 1982.
Master of Music Education, Butler University, Indianapolis, Indiana; May 1995.
Completion of 4 credits, IUPUI, Indianapolis, Indiana; June 2002.
Professional License; May 2002

STUDENT TEACHING

Instrumental – Greenway Middle School, Pittsburgh, PA under Mr. Vincent Monteleone;
September – October 1979.
Vocal – Churchill High School, Churchill, PA under Mr. Jerry Shannon
November – December 1979.
Elementary – Garden City Elementary School, Monroeville, PA under Mrs. Marilyn Reynolds;
January – April 1980.

PRIVATE INSTRUCTION

Carnegie-Mellon University
Viola – Mr. George Grossman, 1975 – 1976;
Mr. Eugene Phillips, 1976 – 1980
Voice – Ms. Bonnie Fix Keller, 1975 – 1979
Piano - Miss Helen Gossard, 1975 – 1979
Private Viola study under Mr. Eugene Reichenfeld, 1967 – 1975
Private piano study under Miss Mary Bath Lewis, 1973 – 1975

Diploma, Penn Hills High School, Penn Hills, Pennsylvania; June 1975 with Honors.

EMPLOYMENT

Private teacher of Violin, Viola, and Guitar; 1972 – 1989
Penn Hills Recreation Department worker, Penn Hills, PA; May – August 1979
Strings and Guitar teacher for Penn Hills School District, Penn Hills, PA; 1971 – 1974
Substitute Instructor for Carnegie-Mellon Pre-College Program, 1971 – 1980

Instructor for Morewood Children's Center, Pittsburgh, PA; 1977 – 1978
 Carnegie-Mellon Hunt Library, 1975 – 1977
 Majorette, Silk, and Rifle advisor for Trinity High School, Washington, PA; 1981
 – 1982
 Strings, chorus, and general music instructor for grades 6-8, Trinity Middle
 School, Washington, PA; 1980 – 1982
 Choral and general music instructor for grades 6-8, Guion Middle School,
 Indianapolis, IN; 1982 – 1983
 Music Instructor for Kiddie Kollege Day Care Centers in Indianapolis, Indiana;
 ages 1-5; 1983 – 1984
 Private lesson instructor, violin and viola, for IPS Magnet Program, grades 7 – 8,
 Shortridge Middle School, Indianapolis, IN; 1983 – 1985
 Strings and choir instructor for grades 7 – 8, Emma Donnan School #72,
 Indianapolis, IN; 1985 – 1988
 Strings and theory instructor for grades 9 – 12, Thomas Carr Howe High School,
 Indianapolis, IN; 1986 – 1995
 Instructor and conductor of Jr. High and H.S. All-City Orchestras, Indianapolis,
 IN; 1985 – 1995
 Chairman of All-City H.S. Orchestra, Indianapolis, IN; 1989
 Orchestra, theory, and piano instructor for grades 6-12, Broad Ripple Magnet
 High School,
 Indianapolis, IN; 1995 – Present
 Director of Vh1 Save the Music Foundation Elementary and High School
 Orchestra Celebration Concert, Indianapolis, IN; 2000 – Present
 Music Methods Instructor for Marian College, Indianapolis, IN; 2004

PROFESSIONAL MEMBERSHIPS

Music Educators National Conference
 Pennsylvania Music Educators Association
 Indiana State School Music Association
 Indianapolis Early Music as a board member
 Christian Musical Skill Center as a board member

PERFORMANCE EXPERIENCE

Professional Organizations

Sinfonia de Music, Pittsburgh, PA; 1979 – 1982 (Principal)
 McKeesport Symphony Orchestra, McKeesport, PA; 1076 – 1982
 Westmorland Symphony Orchestra, Greensburg, PA; 1977 – 1979
 Pittsburgh Youth Symphony Orchestra, Pittsburgh, PA; 1971 – 1978
 (Principal for the final three years)
 Kennerdell baroque Orchestra, Kennerdell, PA; 1969 – 1985 (Principal)
 Altoona Symphony Orchestra, Altoona, PA; 1979
 Wilkinsburg Civic Symphony, Wilkinsburg, PA; 1969 – 1975
 Pennsylvania Opera Workshop – pit orchestra, Pittsburgh, PA; 1977 –

1982

Freelance musician in Pittsburgh and the surrounding areas; 1974 – 1982
Freelance musician in the Indianapolis area; 1982 – present
Studio musician for recording sessions; upon request

University

Member of Carnegie-Mellon Philharmonic Orchestra; 1975 – 1982
(Rotating principal violist)
Member of the Baroque Ensemble; 1977 – 1980
Member of the Contemporary Ensemble; 1977 – 1980
Member of the University Chorus; 1979
Performer in numerous student recitals and convocations; 1975 – 1980

Solo

Soloist with the Wilkesburg Civic Symphony; 1971, 1973, 1974
Senior Viola Recital; April 1979
Junior Viola Recital; February 1978
Sonata Recital; December 1976

High School

Orchestra member; 1971 – 1975
Participated in PMEA District Festivals; 1970 – 1975
Participated in PMEA Regional Festivals; 1970 – 1975
Participated in PMEA State Festivals; 1970 – 1975
Mid-East Music Conference, Pittsburgh, PA; 1972 – 1975

AWARDS AND HONORS

Professional Level

Teacher of the Month; T.C.Howe H.S., Indianapolis, IN; November 1991
Ace Award Recipient, Broad Ripple High School, Indianapolis, IN; 1999
& 2000

University

Treasurer of MENC; 1977 – 1979
Treasurer of Student Affairs Council; 1978
Graduate Representative of the Student Affairs Council; 1979
C-MU Music Scholarship; 1975 – 1980

High School

Member of the National Honor Society
Graduated with Honors

GENERAL INFORMATION

Member of C-MU Women's Field Hockey team; 1978
Hobbies: reading, swimming, skating, cooking
Studied French for five years; 1969 – 1974
Travel: throughout Europe three times, with the Pittsburgh Youth Symphony Orchestra in 1971 and 1977, and Personally in 1975

REFERENCES AND CREDENTIALS FURNISHED UPON REQUEST TO:

Office of Career Services and Placement
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15123

Office of Registration and Records
Butler University
Indianapolis, Indiana 46208

Office of the Registrar
Indiana University / Purdue University Indianapolis
Indianapolis, Indiana 46202

Bridget L. Townsend

CAREER FOCUS

EXECUTIVE LEVEL MANAGEMENT

Qualifications: Operations Management – Human Resources Management – Training and Development

PROFESSIONAL SUMMARY

Skilled business leader, committed to maximizing human capital and improving employee relations. Proven track record of effectively managing Human Resources directives while executing business strategies, reducing risk, and enhancing customer service.

Areas of expertise:

- Strategic skills in driving revenue
- Current knowledge of employment laws
- Innovative leader
- Experienced trainer and skilled facilitator
- Client relations and team development
- Strong analytical and reasoning skills
- Excellent presentation and interpersonal skills
- Ability to make timely decision and initiate new HR policies

PROFESSIONAL EXPERIENCE

“During her tenure, she has made several immediate and significant contributions to the organization” – VP of Academics and Compliance, MedTech College

“She presents a nice balance between the continuity needed to run a service organization and innovation needed to aggressively pursue business process improvements” – Performance Evaluation, Safeco Insurance

Leadership

- Worked with the executive team to successfully re-negotiate the company’s insurance benefits and presented documentation which initiated overall \$500,000+ cost savings.
- Attained 100% employee retention in a department that was transitional prior to my tenure.
- Selected by VP of Operations to partner with internal executives to develop human resources related projects and key deliverables.
- Assisted in incorporating three key company-wide training initiatives to develop management staff:
 - *Harassment*
 - *Executive Director Retreat*
 - *Management Development Workshop*
- Developed systems to achieve exceeding company-wide student retention goal of 85% quarter overall quarter
 - 2008 – Campus retention was 71% (*quarter prior to my employment*)
 - 2010 – Campus retention was 87% (*increased during tenure*)

Recruitment and Selection

- Identified and hired top talent in newly created positions supporting the consumer business function yielding a 100% retention rate in those positions.
- Trained campus directors on federal employment laws and other human resources compliance issues improving management competencies.
- Prepared and placed advertisements in the local and national recruiting sources seeking competent, qualified prospective employees.
- Networked with local organizations, outsource agencies, and universities to secure top talent.
- Established successful on-boarding procedures and processes to maintain consistency throughout the department and company.

Training and Development

- Facilitating adult learners in Human Resources Management – evaluations scored 4 out of 4.
- Hired and trained a team that was highly skilled in leading global start up initiatives and achieved a 98% defect-free process rate overall.
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Non – Profit Leadership

- Writing grants for operations
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 - application, reference check form, background check form, and transcript request form and new hire checklist.
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- Created employee personnel manual
- Designed curriculum for non-profit career readiness program
- Led the training and development team
- Planned and coordinated non-profit organization's job fair

EDUCATION

Indiana Wesleyan University, Marion IN

MS Degree, Management - Specialization in Human Resources

Northwood University, Midland, MI
BA Degree, Marketing Management

Kristy L. Jones

PROFESSIONAL PROFILE

interest in students'
of education
growth and
communication
relationships with

Dynamic, resourceful teaching professional with a genuine academic and social growth. Actively involved in all levels including curriculum development, data analysis, professional school improvement. A self-motivated leader with effective and interpersonal skills who collaborates and fosters positive staff members, parents, and students.

EDUCATION

May 2010

PRINCIPAL LICENSURE PROGRAM
Indiana Wesleyan University, Indianapolis, IN

August 2007

MASTER OF EDUCATION
Indiana Wesleyan University, Indianapolis, IN

April 2003

BACHELOR OF SCIENCE, MATHEMATICS EDUCATION
Indiana Wesleyan University, Marion, IN

CERTIFICATION INDIANA STATE ADMINISTRATORS CERTIFICATION

**INDIANA STATE TEACHERS CERTIFICATION (5-12),
Mathematics**

LEADERSHIP EXPERIENCE

Oct. 2009-May 2010

INTERN ADMINISTRATOR, 9TH-12TH
North Central High School, Indianapolis, IN

- Collected information and data which was used to update the schools improvement plan
- Spearheaded a committee to improve the cultural competency of the school by setting goals and an action plan based on data
- Co-chaired the district math textbook adoption committee
- Observed teachers in order to ensure effective classroom management and instruction
- Facilitated a professional learning community of math teachers
- Organized and wrote grants for a spring break college/historical sites tour
- Co-chaired the PL221 school improvement plan committee
- Collaborated with the Marion County Health Department and

Parent Teacher Organization in order to organize a clinic that provided students with the H1N1 flu vaccination

- Organized an after-school tutoring program for students struggling in Algebra I and preparing to take the End-of-Course Assessment by soliciting tutors from a local college and the National Honor Society
- Organized the Black History Month Program
- Supervised extra-curricular activities to ensure safety of participants
- Participated in creating the master schedule
- Organized a presentation on programs that support African-American and Hispanic students and presented to representatives from the National Council of Educating Black Children and the NAACP Education Committee

**TEACHING
EXPERIENCE**

Aug. 2005-Present

MATHEMATICS TEACHER, 9TH-11TH

North Central High School, Indianapolis, IN

- Communicate effectively with students and parents from diverse backgrounds
- Apply active learning techniques while motivating students to participate in class activities and be open to learning
- Integrate technology into the curriculum to further students' understanding of course material and to develop/reinforce computer skills
- Established and sponsor the Black History Club to increase knowledge of the accomplishments of African-Americans in history and the present
- Co-established and facilitate a freshman guided study hall to create a smooth student transition from middle school to high school
- Participated in aligning the curriculum with Indiana math standards and the creation of pre-, post-, and benchmark assessments
- Mentored and evaluated a pre-service teacher
- Chairperson for the School Improvement Plan Committee
- Assist and supervise the NC Dance Ambassadors
- Completed Project Alianza, a program offered through Butler University designed to provide teachers with tools and information that will help them serve the English Language Learners more effectively

MATHEMATICS TEACHER, 9TH GRADE

Lawrence North High School, Indianapolis, IN

Aug.

2004-May 2005

- Implemented positive classroom management strategies, which encourage proper behavior and respect for others

- Employed an integrated approach towards teaching by incorporating multiple teaching methods
- Facilitated a remediation class to prepare students for the ISTEP
- Integrated state standards in the math curriculum
- Sponsored the Drill/Step Team

PROFESSIONAL MEMBERSHIPS/
2004-Present
CONFERENCES

INDIANA STATE TEACHERS ASSOCIATION

Member

Aug.

CONFERENCE

COLLEGE BOARD: A DREAM DEFERRED

Presenter

April

2010

- Presented information about programs offered at North Central that provide support for minority students

INDIANA CONFERENCE ON LEARNING

Presenter

February

2009

- Presented strategies to over 60 administrators and teachers on preparing students for rigor in the classroom

COLLEGE BOARD: FORUM 2008

Presenter

November

2008

- Presented data on success of Guided Study Hall Program

CONSORTIUM FOR EDUCATIONAL CHANGE

Panel Member and Presenter

August 2008

- Presented strategies to over 100 administrator and teachers on how to incorporate diversity into curriculum

Attachment 2: Principal Candidate Resume

Kristy L. Jones

**PROFESSIONAL
PROFILE**
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of education

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communication
relationships with

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**INDIANA STATE TEACHERS CERTIFICATION (5-12),
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August 2008

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Attachment 3: School Administration Resume

Bridget L. Townsend

CAREER FOCUS

EXECUTIVE LEVEL MANAGEMENT

Qualifications: Operations Management – Human Resources Management – Training and Development

PROFESSIONAL SUMMARY

Skilled business leader, committed to maximizing human capital and improving employee relations. Proven track record of effectively managing Human Resources directives while executing business strategies, reducing risk, and enhancing customer service.

Areas of expertise:

- Strategic skills in driving revenue
- Current knowledge of employment laws
- Innovative leader
- Experienced trainer and skilled facilitator
- Client relations and team development
- Strong analytical and reasoning skills
- Excellent presentation and interpersonal skills
- Ability to make timely decision and initiate new HR policies

PROFESSIONAL EXPERIENCE

*“During her tenure, she has made several immediate and significant contributions to the organization” –
VP of Academics and Compliance, MedTech College*

“She presents a nice balance between the continuity needed to run a service organization and innovation needed to aggressively pursue business process improvements” – Performance Evaluation, Safeco Insurance

Leadership

- Worked with the executive team to successfully re-negotiate the company’s insurance benefits and presented documentation which initiated overall \$500,000+ cost savings.
- Attained 100% employee retention in a department that was transitional prior to my tenure.
- Selected by VP of Operations to partner with internal executives to develop human resources related projects and key deliverables.
- Assisted in incorporating three key company-wide training initiatives to develop management staff:
 - Harassment •Executive Director Retreat •Management Development Workshop
- Developed systems to achieve exceeding company-wide student retention goal of 85% quarter overall quarter
 - 2008 – Campus retention was 71% (*quarter prior to my employment*)
 - 2010 – Campus retention was 87% (*increased during tenure*)

Recruitment and Selection

- Identified and hired top talent in newly created positions supporting the consumer business function yielding a 100% retention rate in those positions.
- Trained campus directors on federal employment laws and other human resources compliance issues improving management competencies.
- Prepared and placed advertisements in the local and national recruiting sources seeking competent, qualified prospective employees.
- Networked with local organizations, outsource agencies, and universities to secure top talent.
- Established successful on-boarding procedures and processes to maintain consistency throughout the department and company.

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- Writing grants for operations
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- Established interview committee requirements and interview questions
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Indiana Wesleyan University, Marion IN

MS Degree, Management - Specialization in Human Resources

Northwood University, Midland, MI

BA Degree, Marketing Management

Attachment 4: Governance Documents

State of Indiana
Office of the Secretary of State

CERTIFICATE OF ASSUMED BUSINESS NAME
of
CHRISTIAN MUSICAL SKILL CENTER INC.

Charles P. White, Secretary of State of Indiana, hereby certify that Certificate of Assumed Business Name of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction the entity named above will be doing business under the assumed business name(s) of:

THE PERFORMING ARTS CONSERVATORY

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, September 21, 2011.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 22, 2011



Charles P. White

CHARLES P. WHITE
SECRETARY OF STATE

RECEIVED 09/21/2011 04:22 PM

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
9/21/2011 4:18 PM

CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ENTITY NAME

CHRISTIAN MUSICAL SKILL CENTER INC.

Creation Date: 8/16/2010

PRINCIPAL OFFICE ADDRESS

5868 E. 71ST STREET SUITE E-159, INDIANAPOLIS, IN 46220

ASSUMED BUSINESS NAME

THE PERFORMING ARTS CONSERVATORY

GENERAL INFORMATION

Effective Date: 9/21/2011
Electronic Signature: BRIDGET L. TOWNSEND
Signator's Title: SECRETARY

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 14 2011

CHRISTIAN MUSICAL SKILL CENTER INC
5868 E 71ST ST STE B-159
INDIANAPOLIS, IN 46220

Employer Identification Number:
27-2996184
DLM:
17081363342020
Contact Person:
ALICE T LI ID# 95032
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
JUNE 30
Public Charity Status:
509(a) (2)
Form 990 Required:
YES
Effective Date of Rejection:
DECEMBER 31, 2010
Contribution Deductibility:
YES
Addendum Applies:
NO

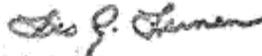
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

**AMENDED ARTICLES of INCORPORATION
OF
CHRISTIAN MUSICAL SKILL CENTER, INC.**

The undersigned incorporator of the Christian Musical Skill Center, Inc. desiring to form a nonprofit corporation (the “Corporation”) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”), hereby executes the following Articles of Incorporation.

ARTICLE ONE.

NAME

The name of this Corporation is **Christian Musical Skill Center, Inc.**

**ARTICLE TWO.
REGISTERED AGENT**

The registered agent for service of process upon the corporation is:

Name	Address in Indiana
<u>Robert T. Townsend</u>	<u>5868 East 71st – Ste E-159, Indianapolis, IN</u>

**ARTICLE THREE.
INCORPORATORS**

The name and address of the incorporator of the Corporation is Robert T. Townsend, Ph.D., 5868 East 71st Street Ste. E-159, Indianapolis, IN 46220.

**ARTICLE FOUR.
GENERAL INFORMATION**

Effective Date: 8/16/2010
Type of Corporation: Public benefit corporation
Does the corporation have members: No

The purposes/nature for which this corporation is formed are:

To conduct and transact generally the business of a local educational or charitable purposes as may qualify for Federal Income tax exemption under Section 501(c) (3) of the Internal Revenue Code of 1986 as amended, or corresponding provisions of any future United States internal revenue law (the “Code”), and the Treasury Regulations promulgated there under (the “Regulations”) and as may qualify contributions to it for

deductions under Section 170 (c) (2), Section 2055 (a)(2) and Section 2522 of the Code and Regulations promulgated thereunder:

- (a) The primary purpose of the Corporation shall include:
- i. To enter into one or more charters for the establishment of a “charter school” of charter schools in accordance with the provisions of Indiana Code 20-5.5-1-15, et seq., as amended from time to time;
 - ii. To serve the unique needs of students and their families for both support and attainment of a high quality education, through the Performing Arts;
 - iii. To establish a performing arts conservatory in which enrollees will complete their high school diploma with an intense study in an area of the performing arts and a minor study in a different area;
 - iv. To serve the different learning styles and needs of public school students;
 - v. To empower committed volunteers and donors to share compassion and resources for the educational and related benefits to be provided by the Corporation; and
 - vi. To engage in any and all activities necessary or appropriate to raise funds for the purposes of the Corporation, including, but not limited to, the solicitation of direct or indirect contributions from public and private sources wherever located.
- (b) In furtherance of the foregoing purposes, the Corporation shall be authorized and empowered to exercise all power and authority granted to it under the Act; provided, however, that the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the primary purposes of this Corporation.

ARTICLE FIVE.
BOARD OF DIRECTORS

Section 5.1 Management. The management of the affairs of the Corporation shall be vested in a Board of Directors, as defined in the Corporation’s Bylaws. No director shall have any right, title, of interest in the property of the Corporation.

Section 5.2 Authority of Board. The Board is responsible for overall policy and direction of the organization, and delegates responsibility for day-to-day operations to the Dean and Business Manager and committees. The Board shall have up to 13 and not fewer than 5 members.

Initial Board of Directors.

Robert Townsend	503 Hadleigh Ct., Westfield, IN 46074
Bridget Townsend	503 Hadleigh Ct., Westfield, IN 46074
Jeff Sigman	482 Sapphire Drive, Carmel, IN 46032
Leslie Bartolowits	3703 Pebble Creek Drive, Indianapolis, IN 46268
Kevonna Hunter	4273 Burkhardt Drive, Indianapolis, IN 46227
Sabra Logan	948 N. Holmes Avenue, Indianapolis, IN 46222
Petic Lynch	8452 New Haven Way, Canton, MI 48187

Jimmy Meadows Jr. 129 Culterton Way, Fishers, IN 46037
Lyn Sigman 482 Sapphire Drive, Carmel, IN 46032

Section 5.3 Compensation of Directors. The board receives no compensation.

**ARTICLE SIX.
DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION**

Upon the dissolution of the Corporation and after payment, or provision is made for payment of all of its debts and liabilities, the assets of the Corporation shall be distributed to a nonprofit educational organization or association selected by the Corporation's Board of Directors, which is organized and operated exclusively for charitable or educational purposes, and which has established its tax exempt status under Section 501(c)(3) of the Code. The dissolution will occur in the following order:

1. Pay all secured creditors.
2. Pay all unsecured creditors.
3. Remaining funds will go to another educational organization/association.

**ARTICLE SEVEN.
DURATION**

The duration of the Corporation's existence shall be perpetual.

**ARTICLE EIGHT.
AMMENDMENT OF ARTICLES OF INCORPORATION**

The Corporation reserves the right to amend, alter, change, or repeal any provisions contained in these Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(e)(1) or (2), Section 2055(a)(1) or (2), or Section 2522(a)(1) or (2) of the Code.

In witness whereof, the undersigned being the sole incorporators, executes these Articles of Incorporation and verifies subject to the penalties of perjury that the facts contained are true.

Dated this 16th day of August 2010.

Amended: December 6, 2010.

“Incorporator”

Robert T. Townsend, Ph.D.

Bylaws

BYLAWS OF Christian Musical Skill Center, Inc.

ARTICLE I - NAME, PURPOSE

Section 1: The name of the organization shall be Christian Musical Skill Center (CMSC).

Section 2: The CMSC is organized exclusively for educational purposes, more specifically to educate youth in a rigorous performing arts and academic based environment.

ARTICLE II - MEMBERSHIP

Section 1: Membership shall consist only of the members of the board of directors.

ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the Chair or the Executive Committee.

Section 3: Notice. Notice of each meeting shall be given to each voting member, by email, not less than seven days before the meeting.

ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation. The Board is responsible for overall policy and direction of the organization, and delegates responsibility for day-to-day operations to the Dean and Business Manager and committees. The Board shall have up to 13 and not fewer than 5 members. The board receives no compensation.

Section 2: Meetings. The Board shall meet at least bi-monthly at an agreed upon time and place.

Section 3: Board Elections. Election of new directors or election of current directors to a second term will occur as the first item of business annually at the June board meeting of the organization. Directors will be elected by a majority vote of the current directors.

Section 4: Terms. All Board members shall serve 2 year terms, but are eligible for re-election.

Section 5: Quorum. A quorum must be attended by at least 51 percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written notice **two weeks in advance**.

Section 7: Officers and Duties. There shall be four officers of the Board consisting of a Chair, Vice Chair, Secretary and Treasurer. Their duties are as follows:

The Chair shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-Chair, Secretary and Treasurer.

The Vice-Chair will chair committees on special subjects as designated by the board.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 8: Vacancies. When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the Chair or 51 percent of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member via email at least two weeks in advance.

ARTICLE V - COMMITTEES

Section 1: The Board may create committees as needed, such as fundraising, housing, etc. The Board Chair appoints all committee chairs.

Section 2: The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

Section 3: Finance Committee. The Treasurer is chair of the Finance Committee, which includes two other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board. The fiscal year shall be July 1 to June 30. Annual reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

ARTICLE VI - AMENDMENTS

Section 1: These Bylaws may be amended when necessary by a 51 percent approval vote of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

These Bylaws were approved at a meeting of the Board of Directors of Christian Musical Skill Center on **January 25, 2012**.

Attachment 5: Statement of Assurances

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the *Non regulatory Guidance—Public Charter Schools Program* of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the *Boy Scouts of America Equal Access Act*, the *Armed Forces Recruiter Access to Students and Student Recruiting Information*, the *Unsafe School Choice Option*, the *Family Educational Rights and Privacy Act (FERPA)* and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

Robert T. Townsend, Chairman

DATE

04/07/12

SIGN NAME



Attachment 6: Board Members Information

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Robert T. Townsend
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on various boards including the Indiana Music Educators Association Board, the Indiana Association for Supervision and Curriculum Development Board, and the Advancement Via Individual Determination Board at Westlane Middle School. I have also had experience as founder and chairman of the board of a 501c3 organization that worked with youth in music and drama in Indianapolis, IN; Indianapolis Afro-American Choral Ensemble. The latter was successful for 7 years and ended when I left to pursue the doctorate degree.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes

Petyc Lynch is my wife's niece and is a board member. My wife, Bridget Townsend, will be the Executive Director of TPAC.

R.T.T

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Robert T. Townsend, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.

Robert T. Townsend
Signature

3/27/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Kevonna Michelle Hunter
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experience as an attorney is relevant to serving on the Performing Arts Conservatory board of directors because I have an in-depth knowledge of legal policy and procedure. Further, my passion for the performing arts coupled with my legal experience demonstrates my capability to serve as an effective board member.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

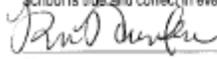
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes *Dr. Robert Townsend, Bridget Townsend, and Lynn Sigmon from Community involvement.*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members see a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Kevonna Michelle Hunter, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.



 Signature

3/28/12

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Rochelle Kay Duff
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not previously held any positions/titles on a board. However, my over twenty years experience in the Accounting & Finance workforce and positions held allows me to be capable of making decisions that will lead the school in the direction of its planned goals. In addition to over twenty years experience, I currently have Bachelor in Accounting, Master in Business Administration, and a Master in Accounting and Financial Management with and emphasis on the CPA.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Rochelle K Duff, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.

Rochelle K Duff
Signature

3/25/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Leslie C. Bartolowits
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I served on the school board of St. Monica Catholic School for 4 years.
I am currently, and for the previous 2 years been, the Chair of Educational Outreach for Indianapolis Early Music / Festival Music Society.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. Yes *It is a professional colleague of mine.*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Leslie C. Bartolowits, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.

Leslie C. Bartolowits
Signature

3-27-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Petic Lane-Lynch
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
From 1997 through 1999, I worked for a small banking education center. My experience includes designing training labs, integrated learning/registration application systems, developing and marketing online courses, and teaching courses in computer applications.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes Niece of ROBERT & Bridget Townsend
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes Niece of Bridget Townsend

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Petic Lane-Lynch, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.



 Signature

3/25/12

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory

Your full name: Lyn Sigman

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have 28 years of experience in the Arts, including performing in Broadway shows, recordings and singing back-up for major recording artists.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Lyn Sigman, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.


 Signature


 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Jeanne K. Lausten
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have worked in adult education for over 16 years. I was coordinator for all after-school programming for a grade school which was performance arts driven, troop committee chair of boy scouts, and youth minister board member.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jeanne K. Lausten, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.

Jeanne K. Lausten
 Signature

April 3, 2012
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Performing Arts Conservatory
2. Your full name: Ron Gibson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Former Indianapolis City-County Councilman from 2000-2007; former president of Indiana Charter Schools Association; current president of the Devington Communities Association, Inc.; Board Member, Benjamin Harrison Presidential Site; Advisory Member, Meadows Community Foundation; Board Treasurer, Citizens Health Center, Indianapolis.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

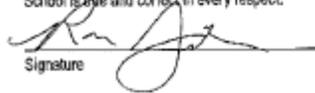
Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Ron Gibson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Performing Arts Conservatory Charter School is true and correct in every respect.


 Signature

4/9/12
 Date

Attachment 7: Conflict of Interest

Christian Musical Skill Center (CMSC) dba The Performing Arts Conservatory (TPAC)

Conflict of Interest Policy¹ and Annual Statement for Directors and Officers and Members of a Committee with Board Delegated Powers

¹ This policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. It adds information needed to allow TPAC to assess director independence in order to answer questions on Form 990.

Article I -- Purpose

1. The purpose of this Board conflict of interest policy is to protect TPAC's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of TPAC or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

Article II -- Definitions

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which TPAC has a transaction or arrangement,
- b. A compensation arrangement with TPAC or with any entity or individual with which TPAC has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TPAC is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Article III -- Procedures

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether TPAC can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in TPAC's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. **Violations of the Conflicts of Interest Policy**

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial

interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from TPAC for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TPAC for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TPAC, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands TPAC is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews To ensure TPAC operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to TPAC's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts When conducting the periodic reviews as provided for in Article VII, TPAC may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

The End

Revision History by the TPAC Board
Initial Conflict of Interest policy adopted September 2010.

Director and Officer Annual Conflict of Interest Statement

1. Name: _____ Date: _____

2. Position:

Are you a voting Director? Yes No Are you an Officer? Yes No If you are an Officer, which Officer position do you hold: _____.

3. I affirm the following:

I have received a copy of the TPAC Conflict of Interest Policy. _____ (initial) I have read and understand the policy. _____ (initial) I agree to comply with the policy. _____ (initial) I understand that TPAC is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____ (initial)

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with TPAC? Yes No

i. If yes, please describe it: _____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with TPAC? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

_____ Date: _____ Signature of director

Date of Review by Executive Committee: _____

Attachment 8: Scope and Sequence

TPAC Grade 6 Math Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Whole Numbers and Patterns CCSS: 6.EE.1 IAS: 6.3.3, 6.7.1	Fraction Operations CCSS: 6.NS.1, 6.NS.7AB IAS: 6.1.3, 6.1.7, 6.2.4, 6.2.5	Geometric Relationships CCSS: Included in Grade 7 and 8 IAS: 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.5, 6.4.6, 6.4.7, 6.7.2	Integers CCSS: 6.NS.5, 6.NS.6ABC, 6.NS.7CD, 6.NS.8 IAS: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.3.7
Introduction to Algebra CCSS: 6.EE.2ABC, 6.EE.3, 6.EE.4, 6.G.1, 6.G.2 IAS: 6.3.4, 6.3.5, 6.3.6	Collecting and Displaying Data CCSS: 6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5ABCD IAS: 6.6.1, 6.6.2, 6.6.3	Measurement and Geometry CCSS: 6.RP.3D, 6.G.3 IAS: 6.5.1, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.9	Probability CCSS: Included in Grade 7 IAS: 6.6.4, 6.6.5, 6.6.6
Decimals CCSS: 6.NS.2, 6.NS.3 IAS: 6.1.3, 6.1.4, 6.2.3, 6.2.9, 6.5.6, 6.5.10	Proportional Relationships CCSS: 6.RP.1, 6.RP.2, 6.RP.3ABC IAS: 6.1.4, 6.1.5, 6.1.6, 6.2.6, 6.2.7, 6.2.8	Measurement: Area and Volume CCSS: 6.G.2, 6.G.4 IAS: 6.5.7, 6.5.8	Functions, Equations, and Inequalities CCSS: 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9 IAS: 6.3.1, 6.3.2, 6.3.8, 6.3.9, 6.7.2
Number Theory and Fractions CCSS: 6.NS.4 IAS: 6.1.4, 6.1.5, 6.1.7, 6.2.10			
*IAS 6.7 Problem Solving Indicators will be used in each topic throughout the year.			
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 7 Math Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Algebraic Reasoning CCSS: 7.EE.2 IAS: 7.1.1, 7.1.3, 7.3.3, 7.3.4	Proportional Relationships CCSS: 7.RP.1, 7.RP.2C, 7.G.1 IAS: 7.5.3	Collecting, Displaying, and Analyzing Data CCSS: 7.SP.3, 7.SP.4 IAS: 7.6.1, 7.6.3, 7.6.4	Measurement: Three-Dimensional CCSS: 7.G.3, 7.G.6 IAS: 7.5.1, 7.5.2, 7.5.4, 7.5.4, 7.5.6
Integers and Rational Numbers CCSS: 7.NS.1ABC, 7.NS.2BD IAS: 7.1.2, 7.1.3, 7.1.5, 7.1.7, 7.2.1	Graphs and Functions CCSS: 7.RP.2ABD IAS: 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10	Geometric Figures CCSS: 7.G.2, 7.G.5 IAS: 7.4.1, 7.4.2	Probability CCSS: 7.SP.1, 7.SP.2, 7.SP.5, 7.SP.6, 7.SP.7AB, 7.SP.8ABC IAS: 7.6.2, 7.6.5, 7.6.6, 7.6.7
Applying Rational Numbers CCSS: 7.NS.1D, 7.NS.2AC, 7.NS.3, 7.EE.3 IAS: 7.2.1, 7.2.4, 7.2.5	Percents CCSS: 7.RP.3, 7.EE.3 IAS: 7.2.2, 7.2.3	Measurement: Two-Dimensional CCSS: 7.G.4, 7.G.6 IAS: 7.1.2, 7.1.3, 7.1.6, 7.4.3, 7.4.4, 7.5.1, 7.5.2, 7.5.4, 7.5.5	Multi-Step Equations and Inequalities CCSS: 7.EE.1, 7.EE.3, 7.EE.4AB, 7.G.5 IAS: 7.3.1, 7.3.2, 7.3.3, 7.3.5
*IAS 7.7 Problem Solving Indicators will be used in each topic throughout the year.			
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 8 Math Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Principles of Algebra CCSS: 8.EE.7A	Percents CCSS: Included in Grade 7	Ratios, Proportions, and Similarity CCSS: 8.G.3	Multi-Step Equations and Inequalities CCSS: 8.EE.7B, 8.EE.8ABC

IAS: 8.2.1, 8.2.4, 8.3.1	IAS: 8.2.2, 8.2.3	IAS: 8.5.1, 8.5.2, 8.5.3	IAS: 8.3.1, 8.3.2
Rational Numbers CCSS: 8.NS.1 IAS: 8.1.2, 8.2.1, 8.2.4	Data and Statistics CCSS: 8.SP.1, 8.SP.2, 8.SP.4 IAS: 8.6.1, 8.6.2, 8.6.3, 8.6.4, 8.6.5	Foundations of Geometry CCSS: 8.G.1ABC, 8.G.3, 8.G.4, 8.G.5 IAS: 8.4.1, 8.4.2, 8.4.4	Graphing Lines CCSS: 8.EE.5, 8.EE.6, 8.F.2, 8.F.3, 8.F.4, 8.SP.3 IAS: 8.3.5, 8.3.6, 8.3.7
Graphs and Functions CCSS: 8.F.1, 8.F.2, 8.F.5 IAS: 8.3.8	Probability CCSS: Included in Grade 7 IAS: 8.6.6, 8.6.7	Perimeter, Area, and Volume CCSS: 8.G.2, 8.G.9 IAS: 8.4.3, 8.4.5, 8.5.3, 8.5.4, 8.5.5	Sequences and Functions CCSS: 8.F.2, 8.F.5 IAS: 8.3.9, 8.3.10
Exponents and Roots CCSS: 8.NS.1, 8.NS.2, 8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4, 8.G.6, 8.G.7, 8.G.8 IAS: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.3.3, 8.3.4			
*IAS 8.7 Problem Solving Indicators will be used in each topic throughout the year.			
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 6 English/Language Arts Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading: Fiction and Drama - Stories CCSS: Reading 1-10 IAS:6.1, 6.2	Poetry CCSS: Reading 1-10 IAS: 6.7	Reading: Fiction and Drama - Shakespeare CCSS: Reading 1-10 IAS:6.1, 6.2, 6.3, 6.4	Sayings and Phrases CCSS: Reading 1-10 IAS: 6.7
Writing, Grammar and Usage CCSS: Language 1-6 IAS: 6.2, 6.4, 6.5, 6.6	Reading: Fiction and Drama - Stories CCSS: 1-6 IAS:6.1, 6.2, 6.3	Writing, Grammar and Usage CCSS: Language 1-6 IAS: 6.2, 6.4, 6.5, 6.6	Reading: Classical Myths CCSS: Reading 1-10 IAS: 6.1, 6.2, 6.3, 6.7
	Writing, Grammar and Usage CCSS: Language 1-6 IAS: 6.2, 6.4, 6.5, 6.6		Writing, Grammar and Usage CCSS: Language 1-6 IAS: 6.2, 6.4, 6.5, 6.6
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 7 English/Language Arts Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading: Fiction CCSS: Reading 1-10 IAS: 7.1, 7.2	Poetry CCSS: Speaking and Listening 1-6 IAS: 7.7	Reading: Drama CCSS: Reading 1-10 IAS: 7.1, 7.2, 7.4	Foreign Phrases Commonly Used in English CCSS: Reading 1-10 IAS: 7.7
Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 7.2, 7.4, 7.5, 7.6	Reading: Nonfiction CCSS: Reading 1-10 IAS: 7.1, 7.2	Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 7.2, 7.4, 7.5, 7.6	Reading: Fiction, Nonfiction and Drama CCSS: Reading 1-10 IAS: 7.1, 7.2, 7.7
	Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 7.2, 7.4, 7.5, 7.6		Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 7.2, 7.4, 7.5, 7.6
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 8 English/Language Arts Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reading: Fiction CCSS: Reading 1-10 IAS: 8.1, 8.2	Poetry CCSS: Speaking and Listening 1-6 IAS: 8.2, 8.4, 8.5, 8.7	Reading: Drama CCSS: Reading 1-10 IAS: 8.2	Foreign Phrases Commonly Used in English CCSS: Reading 1-10 IAS: 8.2, 8.4, 8.5, 8.7
Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 8.4, 8.5, 8.6	Reading: Nonfiction CCSS: Reading 1-10 IAS: 8.2	Writing, Grammar and Usage CCSS: IAS: 8.4, 8.5, 8.6	Reading: Fiction, Nonfiction and Drama CCSS: Reading 1-10 IAS: 8.2
	Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 8.4, 8.5, 8.6		Writing, Grammar and Usage CCSS: Writing 1-10 IAS: 8.4, 8.5, 8.6
CCSS-Common Core State Standards		IAS-Indiana Academic Standards	

TPAC Grade 6 Social Studies Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Early and Classical Civilization IAS: 6.1.1 – 6.1.3	Medieval Period IAS: 6.1.4 – 6.1.10	Early Modern Era IAS: 6.1.11 – 6.1.15	Modern Era IAS: 6.1.16 – 6.1.18
Chronological Thinking IAS: 6.1.19 – 6.1.24	Chronological Thinking IAS: 6.1.19 – 6.1.24	Chronological Thinking IAS: 6.1.19 – 6.1.24	Chronological Thinking IAS: 6.1.19 – 6.1.24
Civics and Government IAS: 6.2	Civics and Government IAS: 6.2	Civics and Government IAS: 6.2	Civics and Government IAS: 6.2
Geography IAS: 6.3	Geography IAS: 6.3	Geography IAS: 6.3	Geography IAS: 6.3
Economics IAS: 6.4	Economics IAS: 6.4	Economics IAS: 6.4	Economics IAS: 6.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

TPAC Grade 7 Social Studies Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Early and Classical Civilization: States and Empires IAS: 7.1.1 – 7.1.3	Cultural, Economic Social, Political IAS: 7.1.4 – 7.1.10	Major Civilizations: States and Empires IAS: 7.1.11 – 7.1.12	Expositions, Conquest and Post-Colonial States IAS: 7.1.13 – 7.1.19
Chronological Thinking IAS: 7.1.20 – 7.1.24	Chronological Thinking IAS: 7.1.20 – 7.1.24	Chronological Thinking IAS: 7.1.20 – 7.1.24	Chronological Thinking IAS: 7.1.20 – 7.1.24
Civics and Government IAS: 7.2	Civics and Government IAS: 7.2	Civics and Government IAS: 7.2	Civics and Government IAS: 7.2
Geography IAS: 7.3	Geography IAS: 7.3	Geography IAS: 7.3	Geography IAS: 7.3
Economics IAS: 7.4	Economics IAS: 7.4	Economics IAS: 7.4	Economics IAS: 7.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

TPAC Grade 8 Social Studies Scope and Sequence

Quarter 1	Quarter 2	Quarter 3	Quarter 4
American Revolution and Founding of the United States IAS: 8.1.1 – 8.1.11	National Expansion and Reform IAS: 8.1.12 – 8.1.20	National Expansion and Reform IAS: 8.1.12 – 8.1.20	The Civil War and Reconstruction IAS: 8.1.21 – 8.1.28
Chronological Thinking IAS: 8.1.29 – 8.1.31	Chronological Thinking IAS: 8.1.29 – 8.1.31	Chronological Thinking IAS: 8.1.29 – 8.1.31	Chronological Thinking IAS: 8.1.29 – 8.1.31
Civics and Government IAS: 8.2	Civics and Government IAS: 8.2	Civics and Government IAS: 8.2	Civics and Government IAS: 8.2
Geography IAS: 8.3	Geography IAS: 8.3	Geography IAS: 8.3	Geography IAS: 8.3
Economics IAS: 8.4	Economics IAS: 8.4	Economics IAS: 8.4	Economics IAS: 8.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

TPAC Grade 6 Science Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical Science IAS: 6.1	Earth and Space Science IAS: 6.2	Life Science IAS: 6.3	Science, Technology and Engineering IAS: 6.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

TPAC Grade 7 Science Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical Science IAS: 7.1	Earth and Space Science IAS: 7.2	Life Science IAS: 7.3	Science, Technology and Engineering IAS: 7.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

TPAC Grade 8 Science Scope and Sequence			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Physical Science IAS: 8.1	Earth and Space Science IAS: 8.2	Life Science IAS: 8.3	Science, Technology and Engineering IAS: 8.4
*CCSS literacy are aligned with content area	CCSS-Common Core State Standards	IAS-Indiana Academic Standards	

High School Scope and Sequence

<u>9th Grade – Semester 1</u>	<u>9th Grade – Semester 2</u>
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Language and Literature Algebra I Nonwestern Civilization – Latin America Biology Physical Education Performing Arts Ensemble Performing Arts Applied Lesson Spanish I	Language and Literature Algebra I Nonwestern Civilization – Africa Biology Physical Education Performing Arts Ensemble Performing Arts Applied Lesson Spanish I
<u>10th Grade – Semester 1</u>	<u>10th Grade – Semester 1</u>
10 th Grade English Geometry Western Civilization Chemistry Health Performing Arts Ensemble Performing Arts Applied Lesson Spanish II	10 th Grade English Geometry Western Civilization Chemistry Performing Arts Ensemble Performing Arts Applied Lesson Spanish II Elective (Technology, Visual Art or Performing Arts)
<u>11th Grade – Semester 1</u>	<u>11th Grade – Semester 1</u>
English Composition Algebra II U.S. History Physics Performing Arts Ensemble Performing Arts Applied Lesson Spanish III Elective	Speech Algebra II U.S. History Physics Performing Arts Ensemble Performing Arts Applied Lesson Spanish III Elective
<u>12th Grade – Semester 1</u>	<u>12th Grade – Semester 1</u>
Senior English or Advanced English Pre-Calculus U.S. Government Spanish IV Performing Arts Ensemble Performing Arts Applied Lesson Dual high school/college credit course	Senior English or Advanced English Pre-Calculus Economics Spanish IV Performing Arts Ensemble Performing Arts Applied Lesson Dual high school/college credit course

High school students at TPAC are required to complete all requirements of the Indiana Core 40 or Core 40 with Academic Honors (see the chart below). All courses are aligned to the IN State Academic and the Common Core Standards.

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits.</i> <i>Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
40 Total State Credits Required	

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.

- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

Retrieved from: <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>

Attachment 9: Academic Exit Standards

The Performing Arts Conservatory’s exit standards are aligned with the State Common Core Standards. The Common Core grades 6–12 Standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

8th Grade Exit Standards

Reading Literature

RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Information

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and

History/Social Studies

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

evidence, and add interest.	
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8th Grade Exit Standards - continued

<p>Science and Technical Subjects</p> <p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Writing</p> <p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>. WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.3. (Not applicable as a separate requirement)</p> <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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8th Grade Exit Standards - continued

Math

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

The Number System

8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

8.NS.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

Expressions and Equations

8.EE.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.EE.3. Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.*

Geometry

8.G.1. Verify experimentally the properties of rotations, reflections, and translations:

8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.G.4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

8.G.5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

8.G.6. Explain a proof of the Pythagorean Theorem and its converse.

8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

8.G.9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability

8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

8.EE.5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

8.EE.7. Solve linear equations in one variable.

8.EE.8. Analyze and solve pairs of simultaneous linear equations.

Functions

8.F.1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.¹

8.F.2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its

8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

<p>graph or a table of values. 8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>	
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High School students at TPAC must complete the Core 40 requirements to graduate from high school. These exit standards are aligned with the Common Core State Standards. Below are the exit standards.

12th Grade Exit Standards

<p><u>Reading Literature</u> RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><u>Reading Information</u> RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><u>Writing</u> W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p><u>Speaking and Listening</u> SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting</p>	<p><u>Language</u> L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>History/Social Studies</u></p>
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<p>any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>
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12th Grade Exit Standards - continued

Science and Technical Subjects

RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.3. (Not applicable as a separate requirement)

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10. Write routinely over extended time frames (time

<p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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<p align="center">12th Grade Exit Standards - continued</p>	
<p>Algebra II The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards do not mandate the sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards.</p> <p><u>Polynomial, Rational and Radical Relationships</u> N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. N.CN.7 Solve quadratic equations with real coefficients that have complex solutions. N.CN.8 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i> N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. A.SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p>	<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p><u>Trigonometric Functions</u> F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.</p> <p><u>Modeling with Functions</u> A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example,</i></p>

<p>A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i></p> <p>A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p> <p>A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions</p>	<p><i>rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p> <p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p> <p>F.BF.4 Find inverse functions.</p> <p>F.LE.4 For exponential models, express as a logarithm the</p>
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<p>approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>solution to a $bct = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p>
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12th Grade Exit Standards - continued

<p><u>Inferences and Conclusions from Data</u> S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.</p>	<p>S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. S.IC.6 Evaluate reports based on data. S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
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Attachment 10: School Calendar and Schedule

School Calendar 2013-2014

Item	Date
Two-Day Culture Day: The TPAC Way	June 24-25
Preview/Orientation Week	July 22-26
Teachers Report	July 22
First Day of School	July 29
Mid-term	August 30
Labor Day – No School	August 30 - September 2
Parent Conferences (1/2 days)	September 4-5
All Day Staff Development – No School	September 6
End of Quarter I, Semester 1	September 27
Quarter II, Semester 1 Begins	September 30
Fall Break – No School	October 7-11
Classes Resume	October 14
Mid-term	November 15
Thanksgiving Break – No School	November 21-22
Final Exams	December 17-19
End of Quarter II, Semester 1	December 19
Winter Break	December 20, 2013 – January 3, 2014
Classes Resume	January 6
January Term	January 6 – January 24
MLK Day – No School	January 20
Record Day – No School	January 27
Quarter III, Semester 2 Begins	January 28
President’s Day – No School	February 17
Mid-term	February 28
Spring Break – No School	March 28 – April 4
Classes Resume	April 7
End of Quarter III, Semester 2	April 11
Parent Conferences (1/2 days)	April 14-15
Mid-term	May 9
Memorial Day – No School	May 26
Final Exams	June 11-13
Last Day	June 13

200 Instructional days in the year

Sample Student Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30	PE/Health	PE/Health	Math	PE/Health	PE/Health
8:35-9:20	Math	PE/Health	Science	Math	Math
9:25-10:10	Science	Science	Science	Math	Science
10:15-11:00	Humanities-SS	Humanities-SS	E/LA	Humanities-SS	Humanities-SS
11:05-11:50	E/LA	E/LA	E/LA	Humanities-SS	E/LA
11:55-12:40	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:45-1:30	Technology	Technology	Ensemble	Technology	Technology
1:35-2:20	Ensemble	Technology	Ensemble	Ensemble	Ensemble
2:25-3:10	Private Group Lesson/ Performing Arts Elective	Early Dismissal/No classes			
3:15-4:00	Student Development	Student Development	Student Development	Student Development	Early Dismissal/No classes
4:10-5:30	Clubs and Performing Arts Instruction	Early Dismissal/No classes			

Academic Instruction Hours

Content	Hours/Minutes per Day	Hours/Minutes per Week
English/Language Arts	45 minutes	3 hours/45 minutes
Mathematics	45 minutes	3 hours/45 minutes
Social Studies	45 minutes	3 hours/45 minutes
Science	45 minutes	3 hours/45 minutes

Afternoon Schedule

- Elective courses
- Student Development: Instructional time for tutoring, homework and mentoring.
- Clubs and Performing Arts: Additional instructional and rehearsal time in performing arts classes.

Attachment 11: Enrollment Policy

TPAC Enrollment Policy

Admission requirements: Families of students intending to enroll in The Performing Arts Conservatory (TPAC) must provide the following:

- Enrollment Form
- Records from the last school – including grades, discipline records, standardized test scores and promotion information.
- Proof of address. If the family is homeless, provide a letter from the place where the family is presently residing.
- Medical records – including immunization records, allergies, and other health concerns and or disabilities.
- IEPs and/or 504 documentation.
- Performing Art interest – including instrument (voice, string, percussion), dance and/or drama experience.

In addition, each potential enrollee will complete math, reading and performing arts assessments to provide diagnostic data for the school, parents and students and for correct placement within the school.

Good-Faith Policy: Acting in good faith, TPAC will accept students from other schools based on information given on required forms and meetings with the Conservatory’s administration. However, if this information turns out to be false or misleading, TPAC reserves the right to forfeit the student’s place in the school.

Enrollment timeline:

Date	Task
January 2013	<ul style="list-style-type: none">• Enrollment Forms available via the website
April 2013	<ul style="list-style-type: none">• Enrollment Forms due to TPAC office – April 1• Lottery (if necessary) – April 15
May 2013	<ul style="list-style-type: none">• Families contacted regarding enrollment
June 2013 – July 2013	<ul style="list-style-type: none">• Pre-matriculation and Performing Arts Assessments for placement within the conservatory
July 22 – 26	<ul style="list-style-type: none">• Required Student/Family Orientation Week

Intent to Enroll Forms: Complete Intent to Enroll forms will be stamped with the date they arrive and placed in the appropriate grade level file. If the form is incomplete, the TPAC staff will contact families to ascertain the proposed date of completion.

Policies and Procedures: If a lottery is required due to over enrollment, names of all completed enrollees will be placed in their proper grade and gender section. Student names will be drawn alternating between female and male until the number is reached.

Waiting list: The remaining students from the lottery will be placed on the waiting list. As positions become available due students will be invited to enroll based on the date of complete enrollment packets.

Withdrawals: Families whose children withdraw from TPAC will be required to complete an exit interview with the principal and executive director. Student records will be sent to the receiving school by request from the school or the parent/guardian.

Re-enrollment: Current students of TPAC are automatically re-enrolled for the next school year unless the student is officially withdrawn by the parent/guardian. Those

who withdraw and desire to re-enroll must complete the same admission requirements as the new enrollees and will be placed in the lottery or waiting list if applicable.

Transfers: Students who desire to transfer to another school must follow the withdrawal procedures stated above. Students who wish to transfer to TPAC must complete the same admission requirements as the new enrollees and will be placed in the lottery or waiting list if applicable.

NOTE: Any student who has been expelled for violations of state laws or school policies from another public or private school will not be accepted for enrollment.

The Performing Arts Conservatory (TPAC) admits eligible students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, national and ethnic origin in administration of its educational policies, admission policies, scholarship and tuition assistance programs, and athletic and other school-administered programs.

Attachment 12: Discipline Policy

TPAC School Discipline Policy

Positive Behavior Incentives: TPAC believes that all children have the right to learn in a safe environment that promotes fairness to all. In addition, we believe that students learn best where there are no distractions during the learning process. Consequently, teachers are responsible for maintaining an environment that promotes positive behavior and mutual respect for all and will have the full support of the administration and counseling staff. The International Baccalaureate Middle Years Programme (IBMYP) includes a curriculum that supports this mutual respect for all. This includes understanding the thought of common humanity and a shared responsibility of guarding the planet; ultimately to aid in the creation of a better, more peaceful world. School Ambassador Program (SAP): TPAC will further encourage and support positive behavior through its SAP. School Ambassadors are rewarded for positive behavior throughout the year. The program is designed as follows:

- Students who have no more than one referral at Level I, no referrals above that level and acceptable attendance receive a certificate each quarter and name recognition for that quarter in the building and at the quarterly assembly.
- From those who meet the criteria above, one female and one male student's names from each team in every grade are placed in a drawing to receive rewards. The rewards include such things as opportunities to facilitate tours for guests, books, and I-tunes cards.
- At the end of the year, each student who qualified as a SAP student every quarter receives assembly recognition and a special field trip with the SAP awardees.
- Parents/Guardians and community persons are invited to the quarterly and end-of-year assemblies. These dates and times will be posted at the beginning of the year.

Community Day: Community Day will occur once per semester. The activities of the day focus on team building and facilitated discussions on school community issues, such as, bullying or school diverse populations. Also, the day may include an event that is related to the topic. Parents/Guardians are also invited to participate in community days.

TPAC Discipline Code: TPAC expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment. This code applies to the actions of students before, during and after school, while on school property, and at all TPAC sponsored events. Each discipline case will be adjudicated according to the facts. The following circumstances included, but are not limited to, may be considered:

Age, health, maturity and academic placement of a student	Willingness to enroll in a student assistance program.
Attitude of a student	Cooperation of parents
Willingness to make restitution	Seriousness of offense
Prior conduct	

Below are the levels of offense. TPAC will staff determine the appropriate disciplinary action.

Level I: These acts of misconduct include, but are not limited to, the following:

Disruptive behavior in the school classroom, hall, building or premises	Violating the uniform dress code
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Persistent tardiness	
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Disciplinary actions:

- 1st offense – 1) Warning letter and email sent home to the parent/guardian
- 2nd offense – 1) Parent/Guardian conference with school leaders and student
- 3rd offense – 1) Parent/Guardian conference with school leaders and Detention⁶
- Any additional offense – Parent/Guardian is contacted for student pick-up; student may return the next day.

Level II: These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at TPAC:

Excessive truancy (absence without just cause)	Use of profane, vulgar or obscene words, gestures or other actions
Insubordination (refusal to follow orders, directions or stated school rules)	Repeated failure to follow state school rules and procedures
Smoking on school property	Visible and audible unauthorized use of cell phones or other electronic devices
Cheating and plagiarism	Bullying, including verbal and electronic harassment on or off school grounds
Initiating or participating in any unacceptable minor physical actions	Disrespect of school staff members

Disciplinary actions:

- 1st offense – 1) Written notice sent home to the parent/guardian; student receives detention
- Any additional offense – Parent/Guardian is contacted for student pick-up; student is suspended up to five (5) days.

Level III: These acts of include, but are not limited to, the following student behaviors:

Fighting or threatening any student or staff member	Assault on a student or any school employee (an attempt to do bodily harm to a person)
Criminal behavior including, but not limited to, arson, vandalism, false fire alarm, bomb threat, possession of weapon, theft, trespassing, involvement in gang activity, sex violation/sexual harassment; use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs	Any act that endangers the safety of others

Disciplinary actions:

- Any offense – Parent/Guardian is contacted for student pick-up; student is suspended up to 10 (10) days and may be expelled.

⁶ Detention may include after-school cleaning duties, community service hours or other activities as assigned by TPAC staff.

Suspension and Expulsion: The following includes the procedures for suspension or expulsion:

- The parent/guardian will be notified in writing and by phone of the student's suspension for not more than ten (10) days. The student will be given notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.
- For suspensions exceeding 10 days and expulsion, the student's parent/guardian will be requested for an appearance with the student before the TPAC School Board, an appointed hearing officer, or a Board representative.
- Requests will be made by registered or certified mail and state the time, place and purpose of the conference. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public.
- At the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The Performing Arts Conservatory Board will make the final decision on expulsion.

Appeal Process: Parents/Guardians have 10 days to request an appeal of the decision in writing. On request, a hearing governed by an outside mediator may be conducted within 30 days of the written request. The mediator's is final.

Procedural Discipline Guide for Students with Disabilities: Students with disabilities may be suspended for disciplinary reasons and educational services ceased for up to 10 consecutive or cumulative school days in one school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations may apply:

- Written notice must be provided to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten (10) days of the date of misconduct.
- The IEP team must:
 - Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:

- The student was given appropriate special education supplementary aids and intervention strategies, and
 - The disability does not impair the ability to control behavior.
- Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
- Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
- Determine the appropriateness of an interim educational setting.

If the student's behavior is not a manifestation of the disability, school staff may apply the TPAC Discipline Code taking into consideration the student's special education and disciplinary records. However, the student may not be suspended more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim education setting for 45 days if the student carried a weapon to school or a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others. However, even if expelled, students with disabilities must be provided with an appropriate education in an alternative education setting.

Attachment 13: Community Partners

April 4, 2012

Dear Dr. Townsend:

I am pleased to support The Performing Arts Conservatory's charter school application. I thank you and your board members for your dedication and innovative endeavors with assisting underserved and disadvantaged youth in Indianapolis in achieving educational goals and professional level training in the performing arts.

The Gifted Education Resource Institute (GERI) is looking forward to partnering and collaborating with The Performing Arts Conservatory. GERI would be happy to partner with TPAC to provide staff development in the following areas:

- Group clustering
- Differentiation
- Talent development for all
- Possible credit

All of these areas align with the International Baccalaureate Middle Years Program. Part of the mission of The Performing Arts Conservatory is to provide an environment that will not only cater to a student's academic requirements but also cultivate the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The establishment of a charter school is a great way to meet the goals of your mission.

Upon Approval of your charter application, GERI is prepared to meet and discuss the above, bulleted, ideas with the goal to create a Partnership Agreement document, create a plan with a detailed calendar of services, and develop a Memorandum of Understanding describing the contractual elements of our partnership. On behalf of our organization, I am happy to support and assist you in the success of The Performing Arts Conservatory.

Sincerely,



Marcia Gentry
Director, GERI
Professor, Educational Studies



FEIN: 35-2133391

March 28, 2012

To: The Performing Arts Conservatory Administration
Re: Charter School Application Support

We, the Boys II men, Inc. sponsors are truly excited to write this letter of support for The Performing Arts Conservatory charter school application. I highly recommend this application and its components. I thank you and your board members for your dedication and innovative endeavors with assisting underserved and disadvantaged youth in Indianapolis in achieving educational goals and professional level training in the performing arts. Given your previous experience with P-12 students and teachers throughout Marion County, Michigan, Illinois and Georgia, I am confident that with your leadership as Chairman and Founder this will be another example of an awesome institution in American.

We understand that part of the mission of The Performing Arts Conservatory is to provide an environment that will not only cater to a student's academic requirements but also cultivate the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The establishment of a charter school is a great way to meet the goals of your mission.

We would like to thank you for allowing us the opportunity to work with your male students to offer an additional perspective towards reaching manhood. We have been looking forward to working with schools like your institution who strives to educate the whole child with academics but also with social development and emotional intelligence. It is our goal to collaborate with The Performing Arts Conservatory with the establishment, implementation, and continued pursuits of the proposed charter. Furthermore, it is our goal to support a partnership that is both strategic and complementary in nature. Thus we believe will support our community with future males who will support the community, their families and most importantly the children who are to follow.

The leadership of Boys II Men is excited to meet with The Performing Arts Conservatory leaders to finalize a Partnership Agreement document, create a plan with a detailed calendar of services, and develop a Memorandum of Understanding describing the contractual elements of our partnership. Upon Approval of your charter application, it is our desire that we will help your male students to incorporate a better relationship at home with family, encourage an appreciation for education, and demonstrate a greater preparation for high school and post education. We will have incentives throughout the program which will encourage each cadet to be the best that he potentially can be. At any time, if you have any questions, please contact us. For additional information, please visit our website at www.boysiimen.org

Looking forward to a great partnership!

The Sponsors:

Mr. Rascoe III, Mr. Hines, Mr. Cook, Mr. Gonder,
Mr. Jones, Mr. Donlan, and Mr. Jamerson.

Boys II Men, Inc. seeks to *cultivate* the development of adolescent boys in a safe and exciting *team* environment by promoting *civic engagement*, personal responsibility, positive relationships, *respect for women*, and a *lifelong appreciation for learning*.

Boys II Men Administrative Office
4850 Guion Rd.
Indianapolis, In. 46254
317-387-6705

Rhodius Park Family Center
1790 W. Wilkins St
Indianapolis, In. 46221
317-327-7191



948 N. Holmes Avenue
Indianapolis, IN 46222

March 27, 2012

Dear Dr. Townsend:

It is with great honor that I write this letter of support for The Performing Arts Conservatory charter school application. I highly recommend this application and its components. I thank you and your board members for your dedication and innovative endeavors with assisting underserved and disadvantaged youth in Indianapolis in achieving educational goals and professional level training in the performing arts. Given your previous experience with P-12 students and teachers throughout Marion County, Michigan, Illinois and Georgia, I am confident that with your leadership as Chairman and Founder this will be another victorious pursuit.

Part of the mission of The Performing Arts Conservatory is to provide an environment that will not only cater to a student's academic requirements but also cultivate the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The establishment of a charter school is a great way to meet the goals of your mission. I am confident that with your leadership skills, the objectives of this proposal will exceed expectations, just as you have done with other projects and endeavors.

libada Dance Company is looking forward to partnering and collaborating with The Performing Arts Conservatory. It is our goal to collaborate with The Performing Arts Conservatory with the establishment, implementation, and continued pursuits of the proposed chart school. Furthermore, it is our goal to support a partnership that is both strategic and complementary in nature.

The Performing Arts Conservatory's mission and purpose is in congruence with several goals and the mission of libada. Upon Approval of your charter application, libada Dance Company is prepared to meet with The Performing Arts Conservatory leaders to finalize a Partnership Agreement document, create a plan with a detailed calendar or services, and develop a Memorandum of Understanding describing the contractual elements of our partnership. On behalf of our organization, I am happy to support and assist you in the success of The Performing Arts Conservatory.

Sincerely,

A handwritten signature in cursive script that reads "Sabra Logan".

Ms. Sabra Logan, Founder and Director
libada Dance Company

Dear Dr. Townsend:

I am pleased to support The Performing Arts Conservatory's charter school application. I thank you and your board members for your dedication and innovative endeavors with assisting underserved and disadvantaged youth in Indianapolis in achieving educational goals and professional level training in the performing arts.

The Indianapolis Children's Choir is looking forward to partnering and collaborating with The Performing Arts Conservatory. Some possible ideas of cooperation include:

- The TPAC encourages ICC singers to participate in ICC programming and the ICC encourages participants to support and/or enroll in TPAC
- Formation of an ICC traveling ensemble made up of TPAC students, with a "home base" at the TPAC, that utilizes tutors and current technology to interact with teachers while traveling
- Provide choir instruction for TPAC after school (1 hour and 20 minutes daily is built into the schedule), during January Term (3 weeks)
- Provide a Choir Camp during the summer for TPAC students
- Internship opportunities for TPAC students in behind the scene activities (marketing, managing, office, tickets, etc.)
- Collaboration on events

I feel that The Performing Arts Conservatory's mission and purpose, in many ways, is in concert with the mission and purpose of The Indianapolis Children's Choir. Upon Approval of your charter application, The Indianapolis Children's is prepared to meet and discuss the above, bulleted, ideas with the goal to create a Partnership Agreement document, create a plan with a detailed calendar of services, and develop a Memorandum of Understanding describing the contractual elements of our partnership. On behalf of our organization, I am happy to support and assist you in the success of The Performing Arts Conservatory.

Sincerely,



Don Steffy
Executive Director
Indianapolis Children's Choir

Dear Dr. Townsend:

It is with great honor that I write this letter of support for The Performing Arts Conservatory charter school application. I highly recommend this application and its components. I thank you and your board members for your dedication and innovative endeavors with assisting underserved and disadvantaged youth in Indianapolis in achieving educational goals and professional level training in the performing arts. Given your previous experience with P-12 students and teachers throughout Marion County, Michigan, Illinois and Georgia, I am confident that with your leadership as Chairman and Founder this will be another victorious pursuit.

Part of the mission of The Performing Arts Conservatory is to provide an environment that will not only cater to a student's academic requirements but also cultivate the gifts or talents that a child has been given in music, dance, or theatre; helping them to perfect those gifts with the purpose of sharing them with the world. The establishment of a charter school is a great way to meet the goals of your mission. I am confident that with your leadership skills, the objectives of this proposal will exceed expectations, just as you have done with other projects and endeavors.

Young Actors Theatre is looking forward to partnering and collaborating with The Performing Arts Conservatory. It is our goal to collaborate with The Performing Arts Conservatory with the establishment, implementation, and continued pursuits of the proposed charter school.

Furthermore, it is our goal to support a partnership that is both strategic and complementary in nature.

The Performing Arts Conservatory's mission and purpose is in congruence with several goals and the mission of Young Actors Theatre. Upon Approval of your charter application, Young Actors Theatre is prepared to meet with The Performing Arts Conservatory leaders to finalize a Partnership Agreement document, create a plan with a detailed calendar of services, and develop a Memorandum of Understanding describing the contractual elements of our partnership. On behalf of our organization, I am happy to support and assist you in the success of The Performing Arts Conservatory.

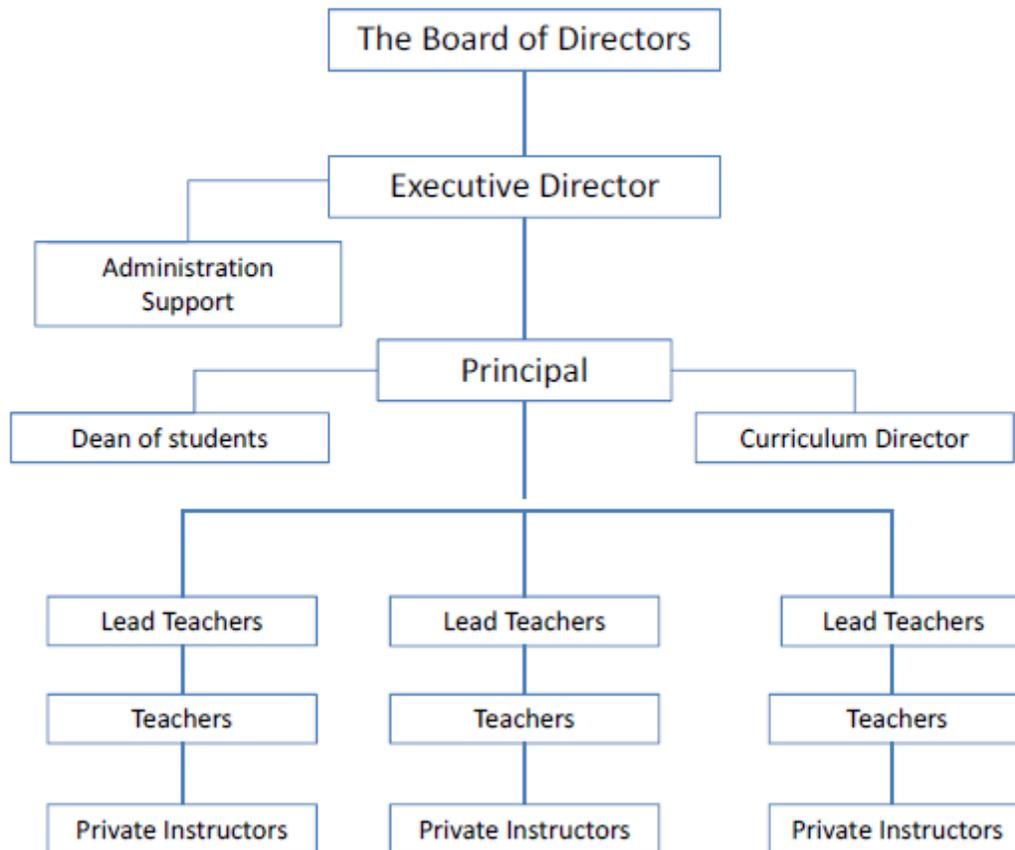
Sincerely,



Justin Wade
Executive Artistic Director
Young Actors Theatre
401 E. Michigan St.
Indianapolis IN 46204
317-614-5057
www.yatkids.org
justin@yatkids.org

Attachment 14: Organizational Chart

The Performing Arts Conservatory



Attachment 15: Start Up Plan

Start-Up Plan

Dec 2012 - Pre--start	<ul style="list-style-type: none"> • Executive Director starts • Launch web page – include enrollment information and employment information • Begin the “coming soon” media blitz: website, radio, newspaper, community clubs (i.e. YMCA/YWCA, music, dance, and theater camps • Implement fund raising campaign <p>Responsibility: Executive Director, IT Board Member and Board Marketing Team</p>
January 2013	<ul style="list-style-type: none"> • Execute marketing plan • Execute recruitment plan • Review personnel manual for updates • Review job application for updates • Review enrollment application for updates • Enrollment forms available via website <p>Responsibility: Executive Director and Board Marketing Team</p>
February 2013	<p><u>Interview and hire vendors:</u></p> <ul style="list-style-type: none"> • Food service • Uniforms • Furniture / Equipment • Books • Instruments • Complete School Handbook • Building inspection • IT infrastructure • Develop emergency plan • Cleaning contract <p>Responsibility: Executive Director and Board Curriculum Committee</p>
March 2013	<ul style="list-style-type: none"> • Interview – Hire Admin Support • Principal begins on a part-time basis • Interview & recruit “talented” teachers • Help in the student recruitment process <p>Responsibility: Executive Director, Principal and Board Members</p>
April 2013	<ul style="list-style-type: none"> • Deadline for Enrollment Packets – April 1 • Lottery; if necessary – April 15 • Principal make final selection on teaching staff <p>Responsibility: Principal</p>
May 2013	<ul style="list-style-type: none"> • Families contacted regarding Enrollment • Teachers hired • Review the teaching approach expected <p>Responsibility: Principal</p>
June 2013	<ul style="list-style-type: none"> • Pre-matriculation and Performing Arts Assessments for placement within the conservatory

	<ul style="list-style-type: none"> • Two – Day Culture Day (Educate teachers on the “TPAC” way / culture • Introduce curriculum • Review books • Set up rooms • Prepare for preview week – students (7/22 – 7/26) <p>Responsibility: Principal, Teachers and Curriculum Committee</p>
July 2013	<ul style="list-style-type: none"> • School Retreat – Strengthen the team / create harmony • Preview week (orientation) – 7/22 – 7/26 • First day – July 29, 2013 <p>Responsibility: Executive Director, Principal, Teachers and staff</p>

***“I have been given a gift and I will be thankful by learning”
(C. Williams, ca. 1988)***

Attachment 16: Insurance

Rahvy Murray 011 552
5460 Lafayette Rd Ste C
Indianapolis, IN 46254-7601

RE: Performing Arts Conservatory (The)
Risk Location: 2400 Roosevelt Ave; Indianapolis, IN 46218
AFBI Account #000593367

Rahvy,

Please see the following from our vendor and let us know:

"I heard back from Scottsdale and I have a premium of \$3,043 without taxes and fees. This is just for 1m/2m limits, no deductible including Teacher's E&O as well as Sexual Phys Abuse. Can you advise if this competitive? I don't have an umbrella quote yet because I want to make sure this is competitive."

Thanks,
Heather Huffman
by Jason Heinze

American Family Brokerage, Inc
6000 American Parkway Madison, WI 53783-0001 Phone (608) 242-4100 Ext 28400
Fax Number: (266)234-2164

Attachment 17: Budget and Staffing Workbook

Other (Please Refer To)	F	C	F	C	F	C	F	C				
Total Board Expenses	\$		\$	6,680	\$	6,680	\$	1,180	\$	6,500	\$	5,320
Professional Fees and Contract Services												
Legal Services	\$		\$	3,500	\$	3,500	\$	3,114	\$	3,240	\$	3,261
Audit Services	\$		\$		\$		\$		\$		\$	
Special Services	\$		\$	1,000	\$	1,000	\$	1,000	\$	1,210	\$	1,071
Accounting Services	\$	17,000	\$	17,000	\$	17,000	\$	17,000	\$	17,811	\$	18,041
Printing/Reproduction/Managerial Support Services	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,211	\$	1,021
Consultants	\$	17,000	\$		\$		\$		\$		\$	
Insurance Services	\$		\$	15,000	\$	15,000	\$	15,414	\$	16,711	\$	17,001
Telephone/Videoconferencing Services	\$		\$	2,000	\$	2,000	\$	2,000	\$	2,211	\$	2,001
Total Professional Fees per H.S. Employees Assisted in												
Attire (school uniforms)	\$		\$	14,500	\$	14,500	\$	14,500	\$	16,462	\$	14,700
Travel	\$		\$	1,000	\$	1,000	\$	1,000	\$	1,214	\$	1,071
Supplies	\$		\$	2,000	\$	2,000	\$	2,000	\$	2,211	\$	2,001
Special Education Services	\$		\$	18,000	\$	18,000	\$	21,854	\$	21,643	\$	21,027
Student Incentives (Stipend)	\$		\$		\$		\$		\$		\$	
Food Service	\$		\$	22,000	\$	22,000	\$	22,559	\$	27,413	\$	24,041
Transportation	\$		\$	15,000	\$	15,000	\$	15,000	\$	16,211	\$	17,311
Other (Please Describe)	\$		\$	2,000	\$	2,000	\$	2,000	\$	2,211	\$	2,021
Other (Please Describe)	\$		\$	10,000	\$	10,000	\$	12,501	\$	12,711	\$	12,601
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Total Professional Fees and Contract Services	\$	17,000	\$	110,000	\$	110,000	\$	126,622	\$	144,711	\$	140,021
Facilities												
Basic maintenance on other facilities	\$		\$		\$	240,000	\$	240,000	\$	270,000	\$	261,000
Repairs	\$	125,000	\$		\$		\$		\$		\$	
Construction	\$		\$	11,000	\$	11,000	\$	10,000	\$	10,000	\$	11,000
Water Sewer	\$		\$		\$		\$		\$		\$	
General Cleaning	\$		\$	1,000	\$	1,000	\$	1,000	\$	1,211	\$	1,071
Maintenance Services	\$	500	\$	20,000	\$	20,500	\$	21,000	\$	22,000	\$	22,500
Contracted	\$	1,000	\$		\$	11,000	\$	12,000	\$	20,000	\$	21,000
Water disposal	\$		\$	1,000	\$	1,000	\$	1,000	\$	1,211	\$	1,071
Other (Please Describe)	\$		\$	4,000	\$	4,000	\$	4,000	\$	4,211	\$	4,001
Other (Please Describe)	\$		\$	20,000	\$	20,000	\$	21,000	\$	22,000	\$	22,000
Other (Please Describe)	\$		\$	100	\$	100	\$	100	\$	100	\$	100
Other (Please Describe)	\$		\$	10,000	\$	10,000	\$	10,000	\$	10,000	\$	10,000
Total Facilities	\$	126,000	\$	240,000	\$	240,000	\$	270,000	\$	280,011	\$	266,001
Other												
Food Service	\$		\$		\$		\$		\$		\$	
Incentives for School Board Administration	\$		\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Other (Please Describe)	\$		\$	14,000	\$	14,000	\$	15,000	\$	16,000	\$	15,000
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Other (Please Describe)	\$		\$		\$		\$		\$		\$	
Total Other	\$		\$	15,000	\$	15,000	\$	16,000	\$	16,011	\$	15,001
Total Expenditures	\$	41,000	\$	1,011,700	\$	1,011,400	\$	1,040,711	\$	1,077,000	\$	1,069,021
Current Budget	\$	41,000	\$	1,011,700	\$	1,011,400	\$	1,040,711	\$	1,077,000	\$	1,069,021
Committed Current Budget	\$	41,000	\$	1,011,700	\$	1,011,400	\$	1,040,711	\$	1,077,000	\$	1,069,021

Account Name	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Actual	Budget												
General Services														
Accounting Services														
Administrative Services														
Computer Services														
Construction Services														
Contract Services														
Electricity														
Gas														
Health Services														
Information Technology Services														
Legal Services														
Library Services														
Management Services														
Medical Services														
Police Services														
Public Works Services														
Recycling Services														
Security Services														
Telephone Services														
Training Services														
Transportation Services														
Waste Management Services														
Water Services														
Other Services														
Capital Projects														
Capital Projects														
Construction														
Equipment														
Information Technology														
Other														
Other														
Other														
Total														

Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 766,500	
Common School Loan	\$ 766,500	
Charter School Start-Up Grant		One-third of first year's ADM funding
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 7,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 250,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 15,000	
Title I	\$ 63,000	
Title II	\$ 10,000	
Federal Lunch Program	\$ 42,714	
Federal Breakfast Reimbursement	\$ 4,914	
Federal APC SPED	\$ 19,800	
Other Revenue		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
LOC Proceeds	\$ 275,000	
Student Lunch	\$ 31,500	
Student Textbook Fees	\$ 2,000	
Other (please describe)		
Total Revenue	\$ 3,254,828	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,148,729	Use existing budget
Substitutes	\$ 10,350	
Professional Development	\$ 5,000	
Bonuses		
Travel	\$ 1,500	
Other (please describe)		
Total Personnel Expenses	\$ 1,169,584	
Instructional Supplies and Resources		
Textbooks	\$ 63,000	
Library, periodicals, etc	\$ 6,000	
Technology		
Assessment materials		
Computers		
Software/Hardware	\$ 65,000	
Other classroom supplies	\$ 20,700	
Field trips, other unclassified items	\$ 7,000	
Co-curricular & Athletics		
Parents Workshop	\$ 1,200	

Expected New School Annual Operating Budget – YEAR 1 – Fiscal Year July 1-June 30		
Other (please describe)		
Total Instructional Supplies and Resources	\$	162,900
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	3,600
Office supplies	\$	16,500
Bank Fees	\$	165
Other (please describe)		
Total Support Supplies and Resources	\$	20,265
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	3,000
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	3,000
Professional Purchased or Contracted Services		
Legal Services	\$	8,500
Audit Services		
Payroll Services	\$	3,000
Accounting Services	\$	31,000
Printing/Newsletters/Annual Report Services	\$	23,000
Consultants		
Internet Services	\$	15,000
Telephone/Telecommunication Services	\$	3,000
Total Insurance Costs (per KSB requirements detailed in charter school application)	\$	24,350
Travel	\$	3,000
Postage	\$	3,400
Special Education Services	\$	19,800
Student Information Services		
Food service	\$	52,400
Transportation	\$	15,000
Professional Services	\$	3,000
IT Services	\$	12,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	215,450
Facilities		
Rent, mortgage, or other facility cost		
Furniture		
Gas/electric	\$	12,000

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
Water/ Sewer		
Grounds Keeping	\$ 1,200	
Maintenance Services	\$ 30,000	
Custodial		
Waste disposal	\$ 1,200	
Janitorial Supplies	\$ 3,800	
Equipment	\$ 39,000	
Security	\$ 600	
Exterminating	\$ 600	
Other Implementation Expenses	\$ 152,000	
Total Facilities	\$ 240,700	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 15,330	Assume 1% of Basic Grant (Row 6)
CNO/EMO Fee		
Other (please describe)		
Total Other	\$ 15,330	
Total Expenditures	\$ 1,817,729	
Carryover/Deficit	\$ 436,699	
Cumulative Carryover(Deficit)	\$ 537,030	

Expected New School Annual Operating Budget – YEAR 2 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,805,750	
Common School Loan	\$ 273,750	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 15,789	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 250,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 57,000	
Title I	\$ 146,356	
Title II	\$ 23,675	
Federal Lunch Program	\$ 57,969	
Federal Breakfast Reimbursement	\$ 6,669	
Federal APC SPED	\$ 45,198	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
LOC Proceeds	\$ 220,000	
Student Lunch	\$ 42,750	
Student Textbook Fees	\$ 4,211	
Other (please describe)		
Total Revenue	\$ 2,951,617	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,596,353	Use staffing workbook
Substitutes	\$ 10,661	
Professional Development	\$ 5,390	
Bonuses		
Travel	\$ 1,610	
Other (please describe)		
Total Personnel Expenses	\$ 1,614,014	
Instructional Supplies and Resources		
Textbooks	\$ 110,000	
Library, periodicals, etc	\$ 6,180	
Technology		
Assessment materials		
Computers		
Software/Hardware	\$ 15,000	
Other classroom supplies	\$ 41,321	
Field trips, other unclassified items	\$ 9,785	
Co-curricular & Athletics		
Parents Workshop	\$ 1,236	
Other (please describe)		

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	181,522	
Support Supplies and Resources			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses	\$	5,032	
Office supplies	\$	23,065	
Bank Fees	\$	170	
Other (please describe)			
Total Support Supplies and Resources	\$	28,267	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	3,090	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc.			
Other (please describe)			
Total Board Expenses	\$	3,090	
Professional Purchased or Contracted Services			
Legal Services	\$	8,755	
Audit Services			
Payroll Services	\$	3,090	
Accounting Services	\$	31,930	
Printing/Newsletter/Annual Report Services	\$	5,515	
Consultants			
Internet Services	\$	15,450	
Telephone/Telecommunication Services	\$	3,876	
Total Insurance Costs (per ICSE requirements detailed in charter school application)	\$	32,272	
Travel	\$	3,090	
Postage	\$	3,355	
Special Education Services	\$	20,394	
Student Information Services			
Food service	\$	73,248	
Transportation	\$	25,000	
Professional Service	\$	10,590	
IT Services	\$	12,360	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	248,925	
Facilities			
Rent, mortgage, or other facility cost	\$	148,500	Leasehold Improvements
Furniture			
Gas/electric	\$	15,708	
Water/ Sewer			

Expected New School Annual Operating Budget – YEAR 2 – Fiscal Year July 1-June 30		
Grounds Keeping	\$	1,236
Maintenance Services	\$	30,900
Custodial	\$	12,000
Waste disposal	\$	1,236
Janitorial Supplies	\$	3,708
Equipment	\$	40,170
Security	\$	618
Exterminating	\$	816
Other Implementation Expenses	\$	156,560
Total Facilities	\$	411,432
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	36,135
CMO/EMO Fee		
Common School Loan Payment	\$	25,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	61,135
Total Expenditures	\$	2,580,404
Carryover/Deficit	\$	-401,213

Cumulative Carryover(Deficit) \$ 938,243

Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,354,250	
Common School Loan	\$ 273,250	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 15,789	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Charter School Facilities Assistance Program Grant	\$ 51,300	
Title I	\$ 184,870	
Title II	\$ 29,905	
Federal Lunch Program	\$ 73,224	
Federal Breakfast Reimbursement	\$ 8,424	
Federal APC SPED	\$ 57,092	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
LOC Proceeds	\$ 250,000	
Student Lunch	\$ 54,000	
Student Textbook Fees	\$ 4,211	
Other (please describe)		
Total Revenue	\$ 3,358,316	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,011,223	Use staffing worksheet
Substitutes	\$ 10,980	
Professional Development	\$ 3,290	
Bonuses		
Travel	\$ 1,610	
Other (please describe)		
Total Personnel Expenses	\$ 2,032,207	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 6,365	
Technology		
Assessment materials		
Computers		
Software/Hardware	\$ 15,000	
Other classroom supplies	\$ 30,861	
Field trips, other unclassified items	\$ 12,751	
Co-curricular & Athletics		
Parents Workshop	\$ 1,273	
Other (please describe)		
Other (please describe)		

Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	66,250
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	6,547
Office supplies	\$	30,008
Bank Fees	\$	175
Other (please describe)		
Total Support Supplies and Resources	\$	36,731
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	3,183
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	3,183
Professional Purchased or Contracted Services		
Legal Services	\$	9,018
Audit Services		
Payroll Services	\$	3,183
Accounting Services	\$	32,888
Printing/Newsletter/Annual Report Services	\$	5,680
Consultants		
Internet Services	\$	15,914
Telephone/Telecommunication Services	\$	6,650
Total Insurance Costs (per ICSD requirements detailed in charter school application)	\$	36,143
Travel	\$	3,183
Postage	\$	4,365
Special Education Services	\$	21,006
Student Information Services		
Food service	\$	95,299
Transportation	\$	42,000
Professional Services	\$	20,908
IT Services	\$	12,731
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	308,968
Facilities		
Rent, mortgage, or other facility cost	\$	248,000
Furniture		
Gas/electric	\$	26,950
Water/ Sewer		
Grounds Keeping	\$	1,273

Expected New School Annual Operating Budget – YEAR 3 – Fiscal Year July 1-June 30		
Maintenance Services	\$	31,827
Custodial	\$	22,360
Waste disposal	\$	1,273
Janitorial Supplies	\$	3,819
Equipment	\$	41,375
Security	\$	657
Exterminating	\$	1,400
Other Implementation Expenses		
Total Facilities	\$	178,914
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	47,085
CMO/EMO Fee		
Common School Loan Payment	\$	75,000
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	122,085
Total Expenditures	\$	2,968,318
Carryover/Deficit	\$	349,908

Cumulative Carryover(Deficit) \$ 1,328,241

Expected New School Annual Operating Budget – YEAR 5 – Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,449,250	
Common School Loan	\$ 173,750	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 15,789	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 261,899	
Title II	\$ 42,166	
Federal Lunch Program	\$ 103,734	
Federal Breakfast Reimbursement	\$ 11,954	
Federal APC SPED	\$ 80,881	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
LOC Proceeds	\$ -	
Student Lunch	\$ 76,500	
Student Textbook Fees	\$ 4,211	
Other (please describe)		
Total Revenue	\$ 4,521,814	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,045,916	Use staffing worksheet
Substitutes	\$ 11,649	
Professional Development	\$ 3,850	
Retreats		
Travel	\$ 1,150	
Other (please describe)		
Total Personnel Expenses	\$ 3,062,565	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc	\$ 6,622	
Technology		
Assessment materials		
Computers		
Software/Hardware	\$ 15,000	
Other classroom supplies	\$ 52,108	
Field trips, other unclassified items	\$ 19,134	
Co-curricular & Athletics		
Parents Workshop	\$ 1,351	
IB Diploma Program	\$ 10,400	
Other (please describe)		
Other (please describe)		

Expected New School Annual Operating Budget – YEAR 5 – Fiscal Year July 1-June 30		
Other (please describe)		
Total Instructional Supplies and Resources	\$	44,615
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	9,554
Office supplies	\$	43,787
Bank Fees	\$	186
Other (please describe)		
Total Support Supplies and Resources	\$	57,526
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	3,377
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	3,377
Professional Purchased or Contracted Services		
Legal Services	\$	9,567
Audit Services		
Payroll Services	\$	3,377
Accounting Services	\$	34,891
Printing/Newsletter/Annual Report Services	\$	6,027
Consultants		
Internet Services	\$	16,883
Telephone/Telecommunication Services	\$	7,980
Total Insurance Costs (per KSB requirements detailed in charter school application)	\$	44,530
Travel	\$	3,377
Postage	\$	6,369
Special Education Services	\$	22,265
Student Information Services		
Food service	\$	140,461
Transportation	\$	97,350
Professional Services	\$	42,481
IT Services	\$	13,506
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	449,061
Facilities		
Rent, mortgage, or other facility cost	\$	60,000
Furniture		
Gas/Electric	\$	32,340
Water/ Sewer		
Grounds Keeping	\$	1,311
Maintenance Services	\$	32,782

Expected New School Annual Operating Budget – YEAR 5 – Fiscal Year July 1-June 30			
Custodial	\$	23,031	
Waste disposal	\$	1,311	
Janitorial Supplies	\$	4,052	
Equipment	\$	43,698	
Security	\$	656	
Exterminating	\$	1,680	
Other Implementation Expenses			
Total Facilities	\$	220,861	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	68,985	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Common School Loan Payment	\$	150,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	218,985	
Total Expenditures	\$	4,093,011	
Carryover/Deficit	\$	224,407	
Cumulative Carryover/(Deficit)	\$	1,673,377	

Attachment 18: Budget Narrative

Budget Narrative

Provide a detailed budget narrative. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:

Financial management will be provided by the Board of Directors working directly with the school Executive Director. Although the Executive Director will be ultimately responsible for the day-to-day management of the school's finances and for ensuring that the school stays within the annual budget, the Board (specifically the Finance Committee) will work with the Executive director to construct a feasible annual budget and will approve the final budget and any modifications that may be requested throughout the year.

The Finance Committee will meet regularly and has the general responsibility of (1) reviewing the operating and capital budgets of TPAC and make recommendations to the Board of Directors, (2) considering and issuing recommendations relating to the financial affairs of the corporation including, without limitation, books and accounts of the corporation, audits, insurance, investments, and the management of endowments and trusts, (3) reviewing the financial feasibility of projects, (4) overseeing the fundraising, and (5) overseeing the acquisition, development and maintenance of TPAC property, assets, physical plan and facilities. The Board and Finance Committee will monitor monthly budget statements and will request additional financial information as often as necessary to ensure the school's solvency. The Board will obtain a yearly independent audit through an outside CPA or firm, as well as through the State Board of Accounts as required.

We have hired Bookkeeping Plus, Inc. to handle bookkeeping and payroll, as well as clerical duties, in our first year of operation. The Board of Directors will be involved in making sure the internal control and safeguarding policies address compliance with all laws and the CMSC by-laws, conflicts of interest, segregation of allowable and unallowable costs, signature of authorities, donor intent, timeliness of entries to ensure records and reports are current, government and public access to records, accounting procedures, budget development, and financial reporting.

We recognize that a charter school, especially through its start-up phase, is both a nonprofit organization and a public school therefore we will fully comply with all laws and regulations governing public charter schools and will maintain a strong, healthy organization. The board will develop procedures that ensure long-term fiscal viability and will follow generally accepted accounting practices and comply with all laws and regulations governing charter schools. The CMSC Board will play the primary role in overseeing financial strategic planning (including determining annual and long term fundraising needs), budgetary review, and fiscal oversight in order to assure the school leadership that the school has the money it needs and to assure the public that its dollars are spent responsibly. The Board treasurer will report regularly to the Board about current financial status and fiscal policy compliance. A clean annual audit, Certificate of Good Standing, and clear chart of accounts will serve to document the achievement of these goals.

Payroll and Cash Management

All checks, drafts, or orders for the payment of money, notes, or other evidence of indebtedness shall be signed by such officers or agents of the corporation as outlined in the by-laws and determined by Board resolution. TPAC shall keep correct and complete books and records of accounts and shall keep minutes of proceedings of the Board and Committees having Board authorization. There will be separate funds for restricted contributions and regular accounting reports will be sent to donors and the chartering authority.

Annual Budget Development Process

The annual budget development process will include input from the Principal and staff. In preparation of the annual budget, the Executive Director will also prepare a narrative containing basic assumptions for the forthcoming fiscal period and current year-to-date financial data with projections of year-end totals. At the end of the budget development process, the Executive Director will present a proposed budget to the Finance Committee for review and deliberation. The Finance Committee will work with the Executive Director to address any issues of concern. Once the Finance Committee approves the proposed budget, it will be presented to the Board for approval. All annual budget plans will coordinate with the organizational strategic plan, also developed by the Board of Directors.

Fundraising

Both the Executive Director and the Board of Directors will participate in the development process. Currently, our fundraising plan is very conservative and includes public sources, foundation grants, corporate sponsorships, an annual drive, and special events. During the start-up phase, we will detail this plan, and as needs are identified. The Principal will also be involved with grants, allocations, and other funding when appropriate.

The school maintains financial health and liquidity over the six-year budget period. This is a conservative budget, with revenue estimates understated and expenditures overstated. This six-year projected budget includes the summary of expected revenues and expenditures associated with the startup and first five years of operation of TPAC.

The time period anticipates TPAC opening in the fall of 2013 with a projected enrollment of 210 students in grades six, seven and eight and add students per year through the fall of 2018. The greatest driver of revenue projections is the number of students served, which explains the increasing revenue projections over the first five years of operations. In addition, there will be variable expense calculations that will also correspond to the number of students enrolled.

Key Revenue Assumptions

- We will apply for a charter school pre-authorization grant of \$30,000 **and post-authorization grant** of \$220,000 from the Walton Foundation.
- We will apply for a common school loan to sustain cash flow during our first few years of operations for approximately \$750,000 based upon projected initial enrollment.
- We estimated the \$7300.00 per pupil payment based on the IPS Schools estimated per pupil payment (from the DOE). We held the number flat throughout our budget.
- We will have a revolving and **line of credit** in order to bridge the gap during the first few years of operations between initial expenditures for pupils in the fall and the flow of local and state per pupil payments beginning in the following February. These dollars, titled

“Loan in Anticipation of Receipt” are paid off within 36 months of drawing down the specific amount from the revolver.

- We anticipate receiving categorical funding for **Title I and special education**. Based upon the demographics of the neighborhoods we expect to serve, and that of our model school.
- We anticipate generating grants and donations from foundations, individuals and corporations, but do not include any of those revenues in our projections. We estimate generating \$30,000 per year at a minimum from these sources of revenues.
- Textbook – rentals for textbooks would be recovered from the student in the form of textbook rentals each year. We assume all students will have either the ability to pay the rental or be covered by government funding which provides for the payment of textbook rentals up to 25% each year of the textbook value.
- We assume food service is a zero sum operation; therefore our food service revenue line equals its correlating expense line item.

Key Expense Assumptions

Salaries:

- Executive Director - \$70,000
- Principal - \$70,000
- Teachers - \$40,000
- PT Teachers - \$20,000
- Special Education - \$40,000
- Counselor - \$40,000
- Media Specialist - \$25,500
- Administrative Assistant - \$30,000
- Private Lesson Instructors – 15.00 per hour